DOCUMENT RESUME

ED 447 643 EC 308 132

TITLE	Gifted Education/School-to-Work Models. Best Practices and Unique Approaches: Overview.
INSTITUTION	National School-to-Work Opportunities Office, Washington, DC.
SPONS AGENCY	Department of Labor, Washington, DC.; Department of Education, Washington, DC.
PUB DATE	1998-00-00
NOTE	54p.; For related gifted education/school-to-work documents, see EC 308 120 and EC 308 133-142.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Education; Career Exploration; Career Planning; *Education Work Relationship; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Gifted; Mentors; Partnerships in Education; *Program Design; *Special Programs; Vocational Education
IDENTIFIERS	*School to Work Opportunities Act 1994

ABSTRACT

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practice or unique approaches. This information packet highlights the five "best practices" and six "unique approaches" selected. "Best practices" signifies excellent progress in implementing a comprehensive school-to-work system that challenges high achieving/gifted and talented students. "Unique approaches" recognizes a unique program element. This packet includes: (1) evaluation criteria that resulted in selection of the programs; (2) brief descriptions of the five "best practices" programs with contact information (Lincoln Park Academy-Harbor Branch Oceanographic Institutions, Inc.; the Mott Hall School for Advanced Studies in Math, Science, and Technology; the Mentor Program in Minnesota; the Executive Internship Program in Florida; and the Independent Study/Mentorship program in Texas); (3) brief descriptions of the six "unique approaches" programs with contact information; (4) a copy of the School to Work Opportunities Act of 1994; (5) a fact sheet on the School-to-Work Learning and Information Center; (6) a list of resources provided by the Center; and (7) an announcement and request for program submissions due in 1998. (CR)

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EC 308 132

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches

The National School-to-Work Office has been collaborating with the National Association for Gifted Children, The Council for Exceptional Children, The Association for the Gifted, and the Council of State Directors of Programs for the Gifted on a national effort to identify exemplary Gifted Education/School-to-Work (STW) models. Our purpose has been to forge new relationships between the STW and gifted education communities around common and critical goals: teaching rigorous and relevant academic skills, identifying and developing talent, and guiding career development. We believe sharing these practices will expand learning opportunities for all learners by building an even richer and more inclusive STW system, and by "raising the bar" on learning and teaching for all students.

We use the term "gifted and talented," which is broader than "academically talented" (used in the School-to-Work Opportunities Act), because state definitions of giftedness mostly use some variation of the current federal definition, which is (1988 Jacob K. Javits Gifted and Talented Students Education Act):

> *Children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.*

Last year, letters were sent to state-level STW and gifted education directors and association leaders to help identify gifted education models that also exemplify STW. Submissions were also requested on all gifted education Listservs. We received 23 competitive submissions.

A technical review process was used to ensure that all submissions were thoroughly and impartially evaluated. An outside review panel was assembled which comprised experts in gifted education and STW. Their experience included state gifted education and STW leadership, local STW program evaluation, and post-secondary gifted education research. All submissions were evaluated according to criteria consistent with guidelines made available to all applicants.

Five **Best Practices** and six **Unique Approaches** were selected by the panel. The designation "Best Gifted Education/STW Practice" signifies excellent progress in implementing a comprehensive STW system that challenges high achieving/gifted and talented students. The designation "Unique Gifted Education/STW Approach" recognizes a unique program element. Unique Approaches did not present all key components of a comprehensive STW system (school-based, work-based, and connecting activities), or provide sufficient information about how gifted and talented students are served.

Programs evaluated as very strong:

- specifically serve gifted and talented students;
- demonstrate a school-based learning component that supports and builds on a work-

based learning component, and provide students with high level academic and technical skills and opportunities for career exploration and guidance;

• demonstrate a work-based learning component connected to academic classroom learning, and prepare students for the diverse skills needed in today's high-performance workplaces;

• present connecting activities that build and maintain linkages between students, educators, the workplace, parents, and others in the community;

• provide evidence about effectiveness, including indicators that it could be replicated in diverse settings throughout the country; and

• address identified priorities such as strategies to: improve math and science achievement, serve gifted students in rural and urban areas, enhance middle school achievement, and promote linkages with institutions of higher learning.

The following are brief descriptions of the five **Best Practices** selected:

■ **LINCOLN PARK ACADEMY–HARBOR BRANCH OCEANOGRAPHIC INSTITUTION, INC.—A SCHOOL WITHIN A WORKPLACE (FLORIDA):** This advanced and innovative science education and technology model connects science teachers and gifted students with working scientists, from elementary to high school. This initiative was developed by the St. Lucie County School-to-Career partnership involving Harbor Branch Oceanographic Institution (HBOI) and Lincoln Park Academy (LPA), an academic magnet school (grades 6-12) and site of the county's International Baccalaureate (IB) program adopted as a curriculum for gifted and talented high school students. It features a pioneering pre-college marine science academy for juniors and seniors. Teachers and students spend 4-5 hours on alternating days at HBOI in a fast paced, rigorous research environment applying technologies that are integrated with the IB curriculum.

HBOI scientists from fields such as aquaculture, ocean engineering, biomedical marine research, and environmental chemistry mentor students and train teachers, advising on curriculum and laboratory exercises. Science and math are taught at the state-of-the art J. Seward Johnson Marine Education and Conference Center. Students conduct experiments, collect data for scientists, participate in summer internships, and complete a 4,000-word essay and portfolio of laboratory experiences for the IB diploma. Intensive science fair summer camps are held for entering 9th graders, and field and laboratory activities engage middle school students. Seniors design marine science activities for students from nearby Lakewood Park Elementary School.

Students interested in the highly competitive IB program apply during 8th grade. Twenty-five percent of the 125 IB students in the first two years of the program are non-Caucasian, and a majority have been girls. This initiative has received awards from the National Science Foundation, Florida STW, and the Florida Department of Education.

CONTACT INFORMATION

☆ Program information: Dr. Susan B. Cook, Education Director, HBOI, 5600 U. S. 1 North,

Fort Pierce, FL 34946, (561) 465-2400, x. 502, scook@hboi.edu.
☆ Dr. Mary Lou Goldberg, Principal, LPA, 1806 Avenue I, Fort Pierce, FL 34950.
☆ Ms. Mary Gregory, Science Curriculum Specialist, St. Lucie County School District; liaison to satellite programs including the Smithsonian's Marine Field Station, 2909 Delaware Avenue, Ft. Pierce, FL 34947.

■ **THE MOTT HALL SCHOOL FOR ADVANCED STUDIES IN MATH, SCIENCE, AND TECHNOLOGY (NEW YORK):** This innovative Harlem middle school stresses community-based partnerships and mentoring to develop leaders in mathematics, science, and technology. The Mott Hall School (P.S./I.S.223) serves 450 gifted students (grades 4-8) who are 80% Latino, 17% African American, and over 60% female. Students are from mostly poor households but are determined learners and expected to succeed. For 10 consecutive years, the school has ranked among the leading New York City public schools.

The STARS (student apprenticeships in research) model for 7th and 8th graders exposes under-represented minorities and girls to careers in mathematics and science. In 7th grade, students have scientists as mentors, become proficient in the scientific method of inquiry, and learn about science and technology careers. Student presentations at a school-wide science fair are the culminating activity of the year. In 8th grade, 50 students have intensive, eight-month internships with science mentors and college students from City College of New York science departments (Engineering, Biology, Chemistry, and Biomedicine) and Columbia University's School of Medicine. Teachers help scientists and students successfully interact with each other. Students learn about laboratory techniques, science concepts, and safety issues in a working science lab. They gain self-confidence by assisting on science projects, and are exposed to career choices in science, medicine, and engineering.

The Mott Hall School also offers 7th and 8th graders a Community Service Learning Program that enables 75 8th graders to participate in projects related to shelter, health, jobs, nutrition, education, and aging. Students learn to address social issues, and are introduced to careers in the not-for-profit sector. Through on-site and leadership training, they gain valuable skills such as teaching, writing, public speaking, counseling, management, problem-solving, decision-making, professional dress and image, and conflict resolution. Eighth graders must participate in one of these two programs; 75% choose community service. Both incorporate student assessment strategies such as videotapes, evaluation instruments, and reflective journals.

CONTACT INFORMATION
☆ Dr. Mirian Acosta-Sing, Principal, The Mott Hall School for Advanced Studies in Math, Science, and Technology, West 131st and Convent Avenue, New York, NY 10027, (212) 927-9466/7.
☆ Mr. Mark Briller, Gifted and Talented Coordinator, (212) 927-9466/7.

■ **THE MENTOR PROGRAM (MINNESOTA):** This mentorship model for highly motivated and talented juniors and seniors (described in Dr. Jill Reilly's book, *Mentorship: The Essential Guide*

for Schools and Business) serves more than 50 high schools in the Twin Cities area. It allows students to learn at their own pace based on their abilities, talents, skills, and interests. These practices are presented in two semester-long courses—Mentor Seminar and Field Experience.

In-depth research and experiential learning with a mentor occur at the mentor's workplace. Students must have exhausted their high school resources and demonstrated a passion in their field of interest. Mentoring experiences include physics, biomedical research, engineering, archaeology, theater, health sciences, marketing, law, artificial intelligence, psychology, and journalism.

Participation is not solely based on traditional standardized tests or a school district's process for identifying gifted students. Motivation, commitment, reliability, and self-management are all essential for students to have successful mentoring experiences. Students must enroll in a 60-hour Mentor Seminar that helps them assess their interests and talents, and prepares them with skills and knowledge. The course focuses on three critical competencies: self-awareness, independent learning/research skills, and interpersonal communication skills. Once students determine their area of mentorship and complete a final project, the teacher works closely with them and their parents to identify the mentor as part of the Field Experience course. This flexible course for juniors and seniors requires a minimum of eight hours a week at the field site. Mentors assess students' learning level to be at the first or second year of graduate school.

CONTACT INFORMATION

☆ Dr. Jill Reilly, President/Principal, Academy of Holy Angels, 6600 Nicollet Avenue, South Richfield, MN 55423, (612) 798-2611, jreilly@ahastars.org.

☆ Independent School District 196, 14445 Diamond Path, Rosemount, MN 55068: Ms. Frances Potts, Mentor Teacher, Apple Valley High School, 14450 Hayes Road, Apple Valley, MN 55124, (612) 431-8709, pottsfp@avhs.isd196.k12.mn.us; also Eagen, East View, and Rosemount High Schools.

☆ Intermediate School District 917, 1300 145th Street East, Rosemount, MN 55068: Burnsville, Farmington, Henry Sibley Senior, Lakeville, Prior Lake, Simley Senior, and South St. Paul High Schools, Dakota County Secondary Technical Center.

☆ Also adopted at Blue Valley High School District, Kansas City, KS, and in Atlanta, GA.

■ **EXECUTIVE INTERNSHIP PROGRAM (FLORIDA):** In 1974, the Executive High School Internship (EIP) model was introduced in Pinellas County. It is affiliated with Executive High School Internships of America (EHSIA), a national organization of experiential education programs and coordinators. Over 2,000 highly motivated, academically talented EIP seniors have spent 10-15 hours a week with professionals to learn leadership, creative thinking, and other skills in fields such as medicine, law, visual arts, communications, state/local government, business, and the social services. Students receive high school elective and junior college credits.

Executive Internship Coordinators are certified teachers who work closely with businesses to maintain connections among students, schools, and partnership agencies, and monitor student interns. School- and work-based learning are integrated through bi-weekly seminars, journals,

and projects addressing leadership development and presentation skills. KeyPals is a distance learning/ mentoring component involving rural middle school students. Implementation materials may be purchased.

CONTACT INFORMATION

☆ Dr. Mary C. Black, National President EHSIA and Program Coordinator, Pinellas County Schools Administration Building, 301 Fourth Street, SW, Largo, FL 33770, (813) 588-6208, Mary_Black@placesmail.pinellas.k12.fl.us.
☆ Ms. Diane Lops, EIP Coordinator, (813) 588-6442.
☆ Ms. Sandra Irvin, EIP Coordinator, (813) 588-6082.

■**INDEPENDENT STUDY/MENTORSHIP AT CENTRAL HIGH SCHOOL (TEXAS):** This collaboration between Central High School and the Southeast Texas School-to-Work Partnership offers teachers an integrated, academic curriculum in which students address workplace or community challenges. Teachers facilitate students' independent studies, and community leaders spend time in the classroom. Students select mentors, conduct research, develop and present projects in which they contribute to their community, explore career possibilities, and engage in a trial job search. Course objectives have been adapted to fit the State's Advanced Social Studies objectives.

The Independent Study/Mentorship course includes six broad learning assignments and assessments, personalized by students' choices for career exploration. The class is held the last period of the day, so that students can spend at least three hours a week at the workplace. During the 1997-1998 school year, students interned in pediatrics, law, social work, chemical engineering, optometry, computer engineering, orthodontics, television broadcasting, and real estate.

CONTACT INFORMATION

☆ Ms. Jane Wilson, Gifted and Talented Teacher, Central High School, 88 Jaguar Drive, Beaumont, Texas 77702 (409) 981-7100.
☆ Ms. Ann Pennington, Director, School-to-Careers, Texas Education Agency, Division of Programs and Instruction, 1701 Congress Avenue, Rm 2-145H, Austin, TX 78701, (512) 936-2232, apenning@tmail.tea.state.tx.us.

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Brief descriptions of the 6 **Unique Approaches** follow:

■**FOCUSING ON THE FUTURE: A CAREER AND ACADEMIC PLANNING EXPERIENCE FOR GIFTED STUDENTS IN GRADES 6-12 AND THEIR PARENTS (VIRGINIA):** *Unique Approaches: Parent Involvement and Program Evaluation.* Developed by the Center for Gifted Education at Virginia's College of William and Mary, these all-day career and academic planning activities

offer middle and high-school gifted students opportunities to interact with professionals in varied fields, and inform parents about career-oriented academic planning for their children. Student career workshops in the humanities and social sciences, arts, mathematics, science, and technology are led by college faculty or professionals from such institutions as Colonial Williamsburg, the Medical College of Virginia, NASA, Richmond Ballet, and National Public Radio. Parent sessions include topics such as developing children's critical thinking skills, encouraging girls in math and science, and the social and emotional needs of gifted students.

CONTACT INFORMATION

☆ Dr. Joyce VanTassel-Baska, Jody & Layton Smith Professor in Education, Director, Center for Gifted Education, College of William & Mary, P. O. Box 8795, Williamsburg, VA 23187, (757) 221-2362,
cfge@facstaff.wm.edu, website: www.wm.edu/education/gifted.html.
☆ Ms. Lisa Schenkel, Coordinator of Special Projects, (757) 221-2186.

■ **Role Models and Leaders Project (Virginia):** *Unique Approach: Twenty Saturday morning science and technology mentoring sessions for at-risk minority and female gifted high school students.* The Center for Excellence in Education (CEE), founded by the late Admiral H. G. Rickover, established the Role Models and Leaders Project (RMLP) in 1991 to increase the number of minorities and girls who pursue careers in science, technology, and business. Juniors and seniors attend 20 Saturday sessions at corporate and educational facilities during a 12-month period. Students learn about scientific concepts and their relevance to various professions, career and college planning options, and how to conduct a job search. RMLP has been adopted in Washington, DC, Los Angeles, and Chicago, with 750 students completing it.

CONTACT INFORMATION

☆ Ms. Monica Ortiz Neustrup, Metropolitan Washington National Coordinator, Center for Excellence in Education, 7710 Springhouse Road, Suite 100, McLean, VA 22102, (703) 448-9062, monica@cee.org.
☆ Mr. Manuel M. Arellano, Los Angeles Site Coordinator, 1319 Marine Drive, Wilmington, CA 90744, marellan@lausd.k12.ca.us.
☆ Mr. Ben Dickow, Chicago Site Coordinator, Education Department, Museum of Science and Industry, 57th Street & Lake Shore Drive, Chicago, IL 60637, bmdmsi@mcs.com.

■ **Barrington's Schoolwide Enrichment Program (Rhode Island):** *Unique Approach: Linkages with Brown, Johnson and Wales, and Roger Williams Universities.* At Barrington Middle School, high ability and motivated students can choose accelerated enrichment courses in applied math, law, history, community service, and teaching, which are designed to introduce them to career opportunities through exposure to professionals and independent research. The school has collaborated with area institutions of higher learning, other schools, government, community organizations, and parents. Professionals and faculty serve as resource persons, mentors, and instructors. Students in the Applying Math Through Engineering course meet

Brown engineering professors and can explore electrical, civil, mechanical, and materials engineering in hands-on workshops.

CONTACT INFORMATION

☆ Mr. Richard Wheeler, Principal, Barrington Middle School, 261 Middle School Highway, Barrington, RI 02806, (401) 247-3160.

■ **TONASKET SCHOOL DISTRICT'S CAREER CONNECTIONS (WASHINGTON):** *Unique Approach: Addressing the needs of academically talented rural students.* This small, rural and remote school district has access to cutting-edge technology on a new K-12 campus where teachers identify talented students and provide them with self-guided learning opportunities. The world of work is simulated through job search and training, performance evaluation by mentors, and creating and presenting a career portfolio to a community review panel. Guest employment panels and training sessions provide connecting school-based and work-based activities for students, and help students, parents, teachers, and others understand employment trends and practices as well as "all aspects of an industry." Partners such as Microsoft, Tree Top, and the U. S. Forest Service provide mentorships, field trips, and teacher and student internships.

CONTACT INFORMATION

☆ Mr. Randy Hauff, Superintendent, Tonasket School District, (509) 486-2126.
☆ Ms. Judy Cutchie, Family and Consumer Science teacher, Tonasket High School, 35 H.S. East Highway 20, Tonasket, WA 98855, (509) 486-2161, jcutchie@tonasket.wednet.
☆ Ms. Rhonda Colbert, Vocational Director, Family and Consumer Science teacher, rcolbert@nvinet.com.

■ **ACADEMIC INTERNSHIP PROGRAM (NORTH CAROLINA):** *Unique Approach: Group internships in such fields as law, medicine, radio/television, journalism, and engineering.* This 23-year old program, which operates in all 14 Charlotte–Mecklenburg high schools, provides more than 500 students a year with the opportunity to explore career or academic interests through internships with government agencies and businesses. Students spend a minimum of 45 hours in unpaid internships, and receive elective academic credit and a grade. Group internships teach students about "all aspects of an industry." For example, the law group internships provide seminars for students to learn about all types of law and the role of the judiciary. Students also spend 13 hours in courtroom observation. An active advisory board of volunteers represents diverse segments of the community.

CONTACT INFORMATION

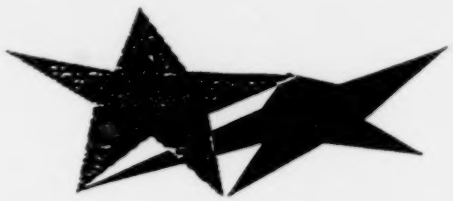
☆ Ms. Joyce McSpadden, Lead Coordinator, Charlotte–Mecklenburg Schools, 700 East Stonewall Street, Suite 402, Charlotte, NC 28202, (704) 343-6200.

■ **REGIONAL ELECTRONIC MAGNET SCHOOL (MASSACHUSETTS):** *Unique Approach: "Virtual" magnet school.* The Regional Electronic Magnet School Re: Math and Science (REMS²) was a research project conducted under the U. S. Department of Education's Jacob K.

Javits Gifted and Talented Education Program that demonstrated, evaluated, and disseminated a pilot electronic magnet school for talented math and science students at 15 Massachusetts high schools. Its aim was to expose students to real-world research problems and methods. Master high school math and science teachers collaborated with corporate and university scientists, who served as student advisors. Teachers gained professional development, and students learned experimental design, laboratory skills, instrumentation, mathematical modeling and problem solving, and exploratory data analysis. Students received high school credit. Students were also brought together for a two-week Summer Institute at the University of Massachusetts–Lowell with professors, corporate engineers, and scientists in biology, chemistry, computer science, engineering, environmental science, health sciences, and mathematics, where they developed research projects.

CONTACT INFORMATION

☆ Dr. Burton Goodrich, Executive Director, South Coast Educational Collaborative, 320 Pleasant Street, Seekonk, MA 02771, (508) 336-8213, (800) 640-8213.



SCHOOL TO WORK
OPPORTUNITIES
U.S. DEPARTMENT OF EDUCATION ★ U.S. DEPARTMENT OF LABOR

School-to-Work Opportunities Act of 1994

Public Law 103-239
108 Stat 568
May 4, 1994

School-to-Work Opportunities Act of 1994

Public Law 103-239
108 Stat 568
May 4, 1994

H.R. 2884

ONE HUNDRED THIRD CONGRESS

OF THE

UNITED STATES OF AMERICA

Begun and held at the City of Washington on Tuesday, the twenty-fifth day of January, one thousand nine hundred and ninety-four

AN ACT

To establish a national framework for the development of School-to-Work Opportunities systems in all States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) Short Title.--This Act may be cited as the "School-to-Work Opportunities Act of 1994".

(b) Table of Contents.--The table of contents is as follows:

SECTION 1. Short title; table of contents.

SECTION 2. Findings.

SECTION 3. Purposes and congressional intent.

SECTION 4. Definitions.

SECTION 5. Federal administration.

TITLE I--SCHOOL-TO-WORK OPPORTUNITIES BASIC PROGRAM COMPONENTS

SECTION 101. General program requirements.

SECTION 102. School-based learning component.

SECTION 103. Work-based learning component.

SECTION 104. Connecting activities component.

TITLE II--SCHOOL-TO-WORK OPPORTUNITIES SYSTEM DEVELOPMENT AND IMPLEMENTATION GRANTS TO STATES

Subtitle A--State Development Grants

SECTION 201. Purpose.

SECTION 202. Authorization.

SECTION 203. Application.

SECTION 204. Approval of application.

SECTION 205. Use of amounts.

SECTION 206. Maintenance of effort.

SECTION 207. Reports.

Subtitle B--State Implementation Grants

SECTION 211. Purpose.

SECTION 212. Authorization.

SECTION 213. Application.

SECTION 214. Review of application.

SECTION 215. Use of amounts.

SECTION 216. Allocation requirement.

SECTION 217. Limitation on administrative costs.

SECTION 218. Reports.

Subtitle C--Development and Implementation Grants for School-to-Work Programs for Indian Youths

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SECTION 222. Requirements.

TITLE III--FEDERAL IMPLEMENTATION GRANTS TO LOCAL PARTNERSHIPS

SECTION 301. Purposes.

SECTION 302. Authorization.

SECTION 303. Application.

SECTION 304. Use of amounts.

SECTION 305. Conformity with approved State plan.

SECTION 306. Reports.

SECTION 307. High poverty area defined.

TITLE IV--NATIONAL PROGRAMS

SECTION 401. Research, demonstration, and other projects.

SECTION 402. Performance outcomes and evaluation.

SECTION 403. Training and technical assistance.

SECTION 404. Capacity building and information and dissemination network.

SECTION 405. Reports to Congress.

SECTION 406. Funding.

TITLE V--WAIVER OF STATUTORY AND REGULATORY REQUIREMENTS

SECTION 501. State and local partnership requests and responsibilities for waivers.

SECTION 502. Waiver authority of Secretary of Education.

SECTION 503. Waiver authority of Secretary of Labor.

SECTION 504. Combination of Federal funds for high poverty schools.

SECTION 505. Combination of Federal funds by States for school-to-work activities.

TITLE VI--GENERAL PROVISIONS

SECTION 601. Requirements.

SECTION 602. Sanctions.

SECTION 603. State authority.

SECTION 604. Prohibition on Federal mandates, direction, and control.

SECTION 605. Authorization of appropriations.

TITLE VII--OTHER PROGRAMS

Subtitle A--Reauthorization of Job Training for the Homeless Demonstration Program Under the Stewart B. McKinney Homeless Assistance Act

SECTION 701. Reauthorization.

Subtitle B--Tech-Prep Programs

SECTION 711. Tech-prep education.

Subtitle C--Alaska Native Art and Culture

SECTION 721. Short title.

SECTION 722. Alaska Native art and culture.

Subtitle D--Job Training

SECTION 731. Amendment to Job Training Partnership Act to provide allowances for child care costs to certain individuals participating in the Job Corps.

TITLE VIII--TECHNICAL PROVISIONS

SECTION 801. Effective date.

SECTION 802. Sunset.

SECTION 2. FINDINGS.

Congress finds that--

(1) three-fourths of high school students in the United States enter the workforce without baccalaureate degrees, and many do not possess the academic and entry-level occupational skills necessary to succeed in the changing United States workplace;

(2) a substantial number of youths in the United States, especially disadvantaged students, students of diverse racial, ethnic, and cultural backgrounds, and students with disabilities, do not complete high school;

(3) unemployment among youths in the United States is intolerably high, and earnings of high school graduates have been falling relative to earnings of individuals with more education;

(4) the workplace in the United States is changing in response to heightened international competition and new technologies, and such forces, which are ultimately beneficial to the Nation, are shrinking the demand for and undermining the earning power of unskilled labor;

(5) the United States lacks a comprehensive and coherent system to help its youths acquire the knowledge, skills, abilities, and information about and access to the labor market necessary to make an effective transition from school to career-oriented work or to further education and training;

(6) students in the United States can achieve high academic and occupational standards, and many learn better and retain more when the students learn in context, rather than in the abstract;

(7) while many students in the United States have part-time jobs, there is infrequent linkage between--

(A) such jobs; and

(B) the career planning or exploration, or the school-based learning, of such students;

(8) the work-based learning approach, which is modeled after the time-honored apprenticeship concept, integrates theoretical instruction with structured on-the-job training, and this approach, combined with school-based learning, can be very effective in engaging student interest, enhancing skill acquisition, developing positive work attitudes, and preparing youths for high-skill, high-wage careers;

(9) Federal resources currently fund a series of categorical, work-related education and training programs, many of which serve disadvantaged youths, that are not administered as a coherent whole; and

(10) in 1992 approximately 3,400,000 individuals in the United States age 16 through 24 had not completed high school and were not currently enrolled in school, a number representing approximately 11 percent of all individuals in this age group, which indicates that these young persons are particularly unprepared for the demands of a 21st century workforce.

SECTION 3. PURPOSES AND CONGRESSIONAL INTENT.

(a) **Purposes.**--The purposes of this Act are--

(1) to establish a national framework within which all **States** can create statewide School-to-Work Opportunities systems that--

(A) are a part of comprehensive education reform;

(B) are integrated with the systems developed under the Goals 2000: Educate America Act and the National Skill Standards Act of 1994; and

(C) offer opportunities for **all students** to participate in a performance-based education and training program that will--

(i) enable the students to earn portable credentials;

(ii) prepare the students for first jobs in high-skill, high-wage careers; and

(iii) increase their opportunities for further education, including education in a 4-year college or university;

(2) to facilitate the creation of a universal, high-quality school-to-work transition system that enables youths in the United States to identify and navigate paths to productive and progressively more rewarding roles in the workplace;

(3) to utilize workplaces as active learning environments in the educational process by making **employers** joint partners with educators in providing opportunities for **all students** to participate in high-quality, work-based learning experiences;

(4) to use Federal funds under this Act as venture capital, to underwrite the initial costs of planning and establishing statewide School-to-Work Opportunities systems that will be maintained with other Federal, **State**, and local resources;

(5) to promote the formation of **local partnerships** that are dedicated to linking the worlds of school and work among **secondary schools** and **postsecondary educational institutions**, private and public **employers**, labor organizations, government, **community-based organizations**, parents, students, **State educational agencies**, **local educational agencies**, and training and human service agencies;

(6) to promote the formation of **local partnerships** between **elementary schools** and **secondary schools** (including middle schools) and local businesses as an investment in future workplace productivity and competitiveness;

(7) to help **all students** attain high academic and occupational standards;

(8) to build on and advance a range of promising school-to-work activities, such as tech-prep education, career academies, school-to-apprenticeship programs, cooperative education, youth apprenticeship, school-sponsored enterprises, business-education compacts, and promising strategies that assist **school dropouts**, that can be developed into programs funded under this Act;

(9) to improve the knowledge and skills of youths by integrating academic and occupational learning, integrating school-based and work-based learning, and building effective linkages between secondary and postsecondary education;

(10) to encourage the development and implementation of programs that will require paid high-quality, work-based learning experiences;

(11) to motivate all youths, including low-achieving youths, **school dropouts**, and youths with disabilities, to stay in or return to school or a classroom setting and strive to succeed, by providing enriched learning experiences and assistance in obtaining good jobs and continuing their education in **postsecondary educational institutions**;

(12) to expose students to a broad array of career opportunities, and facilitate the selection of **career majors**, based on individual interests, goals, strengths, and abilities;

(13) to increase opportunities for minorities, women, and individuals with disabilities, by enabling individuals to prepare for careers that are not traditional for their race, gender, or disability; and

(14) to further the National Education Goals set forth in title I of the Goals 2000: Educate America Act.

(b) **Congressional Intent.**--It is the intent of Congress that the Secretary of Labor and the Secretary of Education jointly administer this Act in a flexible manner that--

(1) promotes State and local discretion in establishing and implementing statewide School-to-Work Opportunities systems and **School-to-Work Opportunities programs**; and

(2) contributes to reinventing government by--

(A) building on State and local capacity;

(B) eliminating duplication in education and training programs for youths by integrating such programs into one comprehensive system;

(C) maximizing the effective use of resources;

(D) supporting locally established initiatives;

(E) requiring measurable goals for performance; and

(F) offering flexibility in meeting such goals.

SECTION 4. DEFINITIONS.

As used in this Act:

(1) **All aspects of an industry.**--The term "all aspects of an industry" means all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to such industry or industry sector.

(2) **All students.**--The term "all students" means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, **school dropouts**, and academically talented students.

(3) **Approved state plan.**--The term "approved State plan" means a statewide School-to-Work Opportunities system plan that is submitted by a **State** under **section 213**, is determined by the **Secretaries** to include the program components described in sections 102 through 104 and otherwise meet the requirements of this Act, and is consistent with the State improvement plan for the **State**, if any, under the Goals 2000: Educate America Act.

(4) **Career guidance and counseling.**--The term "career guidance and counseling" means programs--

(A) that pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, **State**, and national occupational, educational, and labor market needs, trends, and opportunities;

(B) that assist individuals in making and implementing informed educational and occupational choices; and

(C) that aid students to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

(5) **Career major.**--The term "career major" means a coherent sequence of courses or field of study that prepares a student for a first job and that--

(A) integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between **secondary schools** and **postsecondary educational institutions**;

(B) prepares the student for employment in a broad occupational cluster or industry sector;

(C) typically includes at least 2 years of secondary education and at least 1 or 2 years of postsecondary education;

(D) provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter;

(E) results in the award of--

(i) a high school diploma or its equivalent, such as--

(I) a general equivalency diploma; or

(II) an alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate;

(ii) a certificate or diploma recognizing successful completion of 1 or 2 years of postsecondary education (if appropriate); and

(iii) a **skill certificate**; and

(F) may lead to further education and training, such as entry into a **registered apprenticeship program**, or may lead to admission to a 2- or 4-year college or university.

(6) **Community-based organizations**.--The term "community-based organizations" has the meaning given such term in section 4(5) of the Job Training Partnership Act (29 U.S.C. 1503(5)).

(7) **Elementary school**.--The term "elementary school" means a day or residential school that provides elementary education, as determined under **State** law.

(8) **Employer**.--The term "employer" includes both public and private employers.

(9) **Governor**.--The term "Governor" means the chief executive of a **State**.

(10) **Local educational agency**.--The term "local educational agency" means a public board of education or other public authority legally constituted within a **State** for either administrative control or direction of, or to perform a service function for, public elementary or **secondary schools** in a city, county, township, school district, or other political subdivision of a **State**, or such combination of school districts or counties as are recognized in a **State** as an administrative agency for its public elementary or **secondary schools**. Such term includes any other public institution or agency having administrative control and direction of a public elementary or **secondary school**.

(11) **Local partnership**.--The term "local partnership" means a local entity that is responsible for local **School-to-Work Opportunities programs** and that--

(A) consists of **employers**, representatives of **local educational agencies** and local **postsecondary educational institutions** (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or nonmanagerial employee representatives, and students; and

(B) may include other entities, such as--

(i) **employer** organizations;

(ii) **community-based organizations**;

(iii) national trade associations working at the local levels;

(iv) industrial extension centers;

(v) rehabilitation agencies and organizations;

(vi) **registered apprenticeship agencies**;

(vii) local vocational education entities;

(viii) proprietary institutions of higher education (as defined in section 481(b) of the Higher Education Act of 1965 (20 U.S.C. 1088(b)) that continue to meet the eligibility and certification requirements under title IV of such Act (20 U.S.C. 1070 et seq.);

(ix) local government agencies;

(x) parent organizations;

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(xi) teacher organizations;

(xii) vocational student organizations;

(xiii) private industry councils established under section 102 of the Job Training Partnership Act (29 U.S.C. 1512);

(xiv) federally recognized Indian tribes, Indian organizations, and Alaska Native villages within the meaning of the Alaska Native Claims Settlement Act (43 U.S.C. 1601 et seq.); and

(xv) Native Hawaiian entities.

(12) **Postsecondary educational institution**.--The term "postsecondary educational institution" means an institution of higher education (as such term is defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088)) which continues to meet the eligibility and certification requirements under title IV of such Act (20 U.S.C. 1070 et seq.).

(13) **Registered apprenticeship agency**.--The term "registered apprenticeship agency" means the Bureau of Apprenticeship and Training in the Department of Labor or a **State** apprenticeship agency recognized and approved by the Bureau of Apprenticeship and Training as the appropriate body for **State** registration or approval of local apprenticeship programs and agreements for Federal purposes.

(14) **Registered apprenticeship program**.--The term "registered apprenticeship program" means a program registered by a **registered apprenticeship agency**.

(15) **Related services**.--The term "related services" includes the types of services described in section 602(17) of the Individuals with Disabilities Education Act (20 U.S.C. 1401(17)).

(16) **Rural community with low population density**.--The term "rural community with low population density" means a county, block number area in a nonmetropolitan county, or consortium of counties or of such block number areas, that has a population density of 20 or fewer individuals per square mile.

(17) **School dropout**.--The term "school dropout" means a youth who is no longer attending any school and who has not received a **secondary school** diploma or a certificate from a program of equivalency for such a diploma.

(18) **School site mentor**.--The term "school site mentor" means a professional employed at a school who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, **related services** personnel, and the **employer** of the student to design and monitor the progress of the **School-to-Work Opportunities program** of the student.

(19) **School-to-work opportunities program**.--The term "School-to-Work Opportunities program" means a program that meets the requirements of this Act, other than a program described in section 401(a).

(20) **Secondary school**.--The term "secondary school" means--

(A) a nonprofit day or residential school that provides secondary education, as determined under **State** law, except that it does not include any education provided beyond grade 12; and

(B) a Job Corps center under part B of title IV of the Job Training Partnership Act (29 U.S.C. 1691 et seq.).

(21) **Secretaries**.--The term "Secretaries" means the Secretary of Education and the Secretary of Labor.

(22) **Skill certificate**.--The term "skill certificate" means a portable, industry-recognized credential issued by a **School-to-Work Opportunities program** under an **approved State plan**, that certifies that a student has mastered skills at levels that are at least as challenging as skill standards endorsed by the National Skill Standards Board established under the National Skill Standards Act of 1994, except that until such skill standards are developed, the term "**skill certificate**" means a credential issued under a process described in the **approved State plan**.

(23) **State**.--The term "State" means each of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Commonwealth of the Northern Mariana Islands, American Samoa, Guam, the Virgin Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau.

(24) **State educational agency**.--The term "State educational agency" means the officer or agency primarily responsible for the State supervision of public elementary and **secondary schools**.

(25) **Workplace mentor**.--The term "workplace mentor" means an employee or other individual, approved by the **employer** at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the **employer** of the student.

SECTION 5. FEDERAL ADMINISTRATION.

(a) **Joint Administration.--**

(1) In general.--Notwithstanding the Department of Education Organization Act (20 U.S.C. 3401 et seq.), the General Education Provisions Act (20 U.S.C. 1221 et seq.), the Act entitled "An Act To Create a Department of Labor", approved March 4, 1913 (29 U.S.C. 551 et seq.), and section 166 of the Job Training Partnership Act (29 U.S.C. 1576), the **Secretaries** shall jointly provide for, and shall exercise final authority over, the administration of this Act, and shall have final authority to jointly issue whatever procedures, guidelines, and regulations, in accordance with section 553 of title 5, United States Code, the **Secretaries** consider necessary and appropriate to administer and enforce the provisions of this Act.

(2) Submission of plan.--Not later than 120 days after the date of enactment of this Act, the **Secretaries** shall prepare a plan for the joint administration of this Act and submit such plan to Congress for review and comment.

(b) **Acceptance of Gifts.**--The **Secretaries** are authorized, in carrying out this Act, to accept, purchase, or lease in the name of the Department of Labor or the Department of Education, and employ or dispose of in furtherance of the purposes of this Act, any money or property, real, personal, or mixed, tangible or intangible, received by gift, devise, bequest, or otherwise.

(c) **Use of Voluntary and Uncompensated Services.**--Notwithstanding section 1342 of title 31, United States Code, the **Secretaries** are authorized to accept voluntary and uncompensated services in furtherance of the purposes of this Act.

TITLE I--SCHOOL-TO-WORK OPPORTUNITIES BASIC PROGRAM COMPONENTS

SECTION 101. GENERAL PROGRAM REQUIREMENTS.

A **School-to-Work Opportunities program** under this Act shall--

(1) integrate school-based learning and work-based learning, as provided for in sections 102 and 103, integrate academic and occupational learning, and establish effective linkages between secondary and postsecondary education;

(2) provide participating students with the opportunity to complete **career majors**;

(3) incorporate the program components provided in sections 102 through 104;

(4) provide participating students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are preparing to enter; and

(5) provide **all students** with equal access to the full range of such program components (including both school-based and work-based learning components) and related activities, such as recruitment, enrollment, and placement activities, except that nothing in this Act shall be construed to provide any individual with an entitlement to services under this Act.

SECTION 102. SCHOOL-BASED LEARNING COMPONENT.

The school-based learning component of a **School-to-Work Opportunities program** shall include--

(1) career awareness and career exploration and counseling (beginning at the earliest possible age, but not later than the 7th grade) in order to help students who may be interested to identify, and select or reconsider, their interests, goals, and **career majors**, including those options that may not be traditional for their gender, race, or ethnicity;

(2) initial selection by interested students of a **career major** not later than the beginning of the 11th grade;

(3) a program of study designed to meet the same academic content standards the **State** has established for **all**

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students, including, where applicable, standards established under the Goals 2000: Educate America Act, and to meet the requirements necessary to prepare a student for postsecondary education and the requirements necessary for a student to earn a **skill certificate**;

(4) a program of instruction and curriculum that integrates academic and vocational learning (including applied methodologies and team-teaching strategies), and incorporates instruction, to the extent practicable, in **all aspects of an industry**, appropriately tied to the **career major** of a participant;

(5) regularly scheduled evaluations involving ongoing consultation and problem solving with students and **school dropouts** to identify their academic strengths and weaknesses, academic progress, workplace knowledge, goals, and the need for additional learning opportunities to master core academic and vocational skills; and

(6) procedures to facilitate the entry of students participating in a **School-to-Work Opportunities program** into additional training or postsecondary education programs, as well as to facilitate the transfer of the students between education and training programs.

SECTION 103. WORK-BASED LEARNING COMPONENT.

(a) **Mandatory Activities.**--The work-based learning component of a **School-to-Work Opportunities program** shall include--

(1) work experience;

(2) a planned program of job training and work experiences (including training related to preemployment and employment skills to be mastered at progressively higher levels) that are coordinated with learning in the school-based learning component described in section 102 and are relevant to the **career majors** of students and lead to the award of **skill certificates**;

(3) **workplace mentoring**;

(4) instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills; and

(5) broad instruction, to the extent practicable, in all aspects of the industry.

(b) **Permissible Activities.**--Such component may include such activities as paid work experience, job shadowing, school-sponsored enterprises, or on-the-job training.

SECTION 104. CONNECTING ACTIVITIES COMPONENT.

The connecting activities component of a **School-to-Work Opportunities program** shall include--

(1) matching students with the work-based learning opportunities of **employers**;

(2) providing, with respect to each student, a **school site mentor** to act as a liaison among the student and the **employer**, school, teacher, school administrator, and parent of the student,

and, if appropriate, other community partners;

(3) providing technical assistance and services to **employers**, including small- and medium-sized businesses, and other parties in--

(A) designing school-based learning components described in **section 102**, work-based learning components described in **section 103**, and counseling and case management services; and

(B) training teachers, **workplace mentors**, **school site mentors**, and counselors;

(4) providing assistance to schools and **employers** to integrate school-based and work-based learning and integrate academic and occupational learning into the program;

(5) encouraging the active participation of **employers**, in cooperation with local education officials, in the implementation of local activities described in **section 102**, **section 103**, or this section;

(6)(A) providing assistance to participants who have completed the program in finding an appropriate job, continuing their education, or entering into an additional training program; and

(B) linking the participants with other community services that may be necessary to assure a successful transition from school to work;

(7) collecting and analyzing information regarding post-program outcomes of participants in the **School-to-Work Opportunities program**, to the extent practicable, on the basis of socioeconomic status, race, gender, ethnicity, culture, and disability, and on the basis of whether the participants are students with limited-English proficiency, **school dropouts**, disadvantaged students, or academically talented students; and

(8) linking youth development activities under this Act with **employer** and industry strategies for upgrading the skills of their workers.

TITLE II--SCHOOL-TO-WORK OPPORTUNITIES SYSTEM DEVELOPMENT AND IMPLEMENTATION GRANTS TO STATES

Subtitle A--State Development Grants

SECTION 201. PURPOSE.

The purpose of this subtitle is to assist **States** in planning and developing comprehensive statewide School-to-Work Opportunities systems.

SECTION 202. AUTHORIZATION.

(a) **Grants to States.--**

(1) In general.--On the application of the **Governor** on behalf of a **State** in accordance with **section 203**, the **Secretaries** may provide a development grant to the **State** in such amounts as the **Secretaries** determine to be necessary to enable such **State** to complete planning and development of a comprehensive statewide School-to-Work Opportunities system.

(2) Amount.--The amount of a development grant under this section may not exceed $1,000,000 for any fiscal year.

(3) Completion.--The **Secretaries** may provide such grant to complete development of a statewide School-to-Work Opportunities systems initiated with funds received under the Job Training Partnership Act (29 U.S.C. 1501 et seq.) or the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.).

(b) **Grants to Territories.**--In providing grants under this section to the Commonwealth of the Northern Mariana Islands, American Samoa, Guam, the Virgin Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, the **Secretaries** shall use amounts reserved under Section 605(b)(1).

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SECTION 203. APPLICATION.

(a) **In General.**--The **Secretaries** may not provide a development grant under **section 202** to a **State** unless the **Governor** of the **State**, on behalf of the **State**, submits to the **Secretaries** an

application, at such time, in such form, and containing such information as the **Secretaries** may reasonably require.

(b) **Contents.**--Such application shall include--

(1) a timetable and an estimate of the amount of funding needed to complete the planning and development necessary to implement a comprehensive statewide School-to-Work Opportunities

system for **all students**;

(2) a description of how--

(A) the **Governor**;

(B) the **State educational agency**;

(C) the State agency officials responsible for economic development;

(D) the State agency officials responsible for employment;

(E) the State agency officials responsible for job training;

(F) the State agency officials responsible for postsecondary education;

(G) the State agency officials responsible for vocational education;

(H) the State agency officials responsible for vocational rehabilitation;

(I) the individual assigned by the **State** under Section 111(b)(1) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2321(b)(1));

(J) other appropriate officials, including the **State** human resource investment council established in accordance with title VII of the Job Training Partnership Act (29 U.S.C. 1792 et seq.), if the **State** has established such a council; and

(K) representatives of the private sector; will collaborate in the planning and development of the statewide School-to-Work Opportunities system;

(3) a description of the manner in which the **State** has obtained and will continue to obtain the active and continued participation, in the planning and development of the statewide School-to-Work Opportunities system, of **employers** and other interested parties, such as locally elected officials, **secondary schools** and **postsecondary educational institutions** (or related agencies), business associations, industrial extension centers, employees, labor organizations or associations of such organizations, teachers, **related services** personnel, students, parents, **community-based organizations**, rehabilitation agencies and organizations, Indian tribes, **registered apprenticeship agencies**, vocational educational agencies, vocational student organizations, and human service agencies;

(4) a description of the manner in which the **State** will coordinate planning activities with any local school-to-work programs, including programs funded under title III, if any;

(5) a designation of a fiscal agent to receive and be accountable for funds provided from a grant under **section 202**; and

(6) a description of how the **State** will provide opportunities for students from low-income families, low-achieving students, students with limited-English proficiency, students with disabilities, students living in **rural communities with low population densities**, **school dropouts**, and academically talented students to participate in **School-to-Work Opportunities programs**.

(c) **Coordination With Goals 2000: Educate America Act.**--A **State** seeking assistance under both this subtitle and the Goals 2000: Educate America Act may--

(1) submit a single application containing plans that meet the requirements of such subtitle and such Act and ensure that the plans are coordinated and not duplicative; or

(2) if such **State** has already submitted its application for funds under the Goals 2000: Educate America Act, submit its application under this subtitle as an amendment to the Goals 2000: Educate America Act application if such amendment meets the requirements of this subtitle and is coordinated with and not duplicative of the Goals 2000: Educate America Act application.

SECTION 204. APPROVAL OF APPLICATION.

The **Secretaries** may approve an application submitted by a **State** under **section 203** only if the **State** demonstrates in such application that the activities proposed to be undertaken by the **State** to develop a statewide School-to-Work Opportunities system are consistent with the **State** improvement plan for the **State**, if any, under the Goals 2000: Educate America Act.

SECTION 205. USE OF AMOUNTS.

The **Secretaries** may not provide a development grant under **section 202** to a **State** unless the **State** agrees that the **State** will use all amounts received from such grant for activities to develop a statewide School-to-Work Opportunities system, which may include--

(1) identifying or establishing an appropriate **State** structure to administer the statewide School-to-Work Opportunities system;

(2) identifying secondary and postsecondary school-to-work programs in existence on or after the date of the enactment of this Act that might be incorporated into such system;

(3) identifying or establishing broad-based partnerships among **employers**, labor, education, government, and other **community-based organizations** and parent organizations to participate in the design, development, and administration of **School-to-Work Opportunities programs**;

(4) developing a marketing plan to build consensus and support for such programs;

(5) promoting the active involvement of business (including small- and medium-sized businesses) in planning, developing, and implementing local **School-to-Work Opportunities programs**, and in establishing partnerships between business and **elementary schools** and **secondary schools** (including middle schools);

(6) identifying ways that local school-to-work programs in existence on or after the date of the enactment of this Act could be coordinated with the statewide School-to-Work Opportunities system;

(7) supporting local planning and development activities to provide guidance, training and technical assistance for teachers, **employers**, mentors, counselors, administrators, and others in the development of **School-to-Work Opportunities programs**;

(8) identifying or establishing mechanisms for providing training and technical assistance to enhance the development of the statewide School-to-Work Opportunities system;

(9) developing a training and technical support system for teachers, **employers**, mentors, counselors, **related services** personnel, and others that includes specialized training and technical support for the counseling and training of women, minorities, and individuals with disabilities for high-skill, high-wage careers in nontraditional employment;

(10) initiating pilot programs for testing key components of the program design of programs under the statewide School-to-Work Opportunities system;

(11) developing a **State** process for issuing **skill certificates** that is, to the extent feasible, consistent with the skill standards certification systems endorsed under the National Skill Standards Act of 1994;

(12) designing challenging curricula, in cooperation with representatives of **local partnerships**, that take into account the diverse learning needs and abilities of the student population served by the statewide School-to-Work Opportunities system;

(13) developing a system for labor market analysis and strategic planning for local targeting of industry sectors or broad occupational clusters that can provide students with placements in high-skill workplaces;

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(14) analyzing the post-high school employment experiences of recent high school graduates and **school dropouts**;

(15) preparing the plan described in section 213(d);

(16) working with localities to develop strategies to recruit and retain **all students** in programs under this Act through collaborations with **community-based organizations**, where appropriate, and other entities with expertise in working with such students;

(17) coordinating recruitment of out-of-school, at-risk, and disadvantaged youths with those organizations and institutions that have a successful history of working with such youths; and

(18) providing technical assistance to rural areas in planning, developing, and implementing local **School-to-Work Opportunities programs** that meet the needs of **rural communities with low population densities**.

SECTION 206. MAINTENANCE OF EFFORT.

(a) **In General.**--A **State** may receive a development grant under **Section 202** for a fiscal year only if the **State** provides assurances, satisfactory to the **Secretaries**, that--

(1) the amount of **State** funds expended per student by the **State** for school-to-work activities of the type described in title I for the preceding fiscal year was not less than 90 percent of the amount so expended for the second preceding fiscal year; or

(2) the aggregate amount of **State** funds expended by the **State** for such activities for the preceding fiscal year was not less than 90 percent of the amount so expended for the second preceding fiscal year.

(b) **Waiver.**--

(1) Determination.--The **Secretaries** may jointly waive the requirements described in subsection (a) for a **State** that requests such a waiver if the **Secretaries** determine that such a waiver would be equitable due to--

(A) exceptional or uncontrollable circumstances such as a natural disaster; or

(B) a precipitous decline in the financial resources of the **State**.

(2) Request.--To be eligible to receive such a waiver, a **State** shall submit a request at such time, in such form, and containing such information as the **Secretaries** may require.

SECTION 207. REPORTS.

The **Secretaries** may not provide a development grant under **Section 202** to a **State** unless the **State** agrees that the **State** will submit to the **Secretaries** such reports as the **Secretaries** may reasonably require, relating to the use of amounts from such grant, except that the **Secretaries** may not require more than one such report during any 3-month period.

Subtitle B--State Implementation Grants

SECTION 211. PURPOSE.

The purpose of this subtitle is to assist **States** in the implementation of comprehensive statewide School-to-Work Opportunities systems.

SECTION 212. AUTHORIZATION.

(a) **Grants to States.**--On the application of the **Governor** on behalf of a **State** in accordance with **section 213**, the **Secretaries** may provide an implementation grant to the **State** in such amounts as the **Secretaries** determine to be necessary to enable such **State** to implement a comprehensive statewide School-to-Work Opportunities system.

(b) **Grants to Territories.**--In providing grants under this section to the Commonwealth of the Northern Mariana Islands, American Samoa, Guam, the Virgin Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, the **Secretaries** shall use amounts reserved under section 605(b)(1).

(c) **Period of Grant.**--The provision of payments under a grant under subsection (a) shall not exceed 5 fiscal years and shall be subject to the annual approval of the **Secretaries** and subject to the availability of appropriations for the fiscal year involved to make the payments.

(d) **Limitation.**--A **State** shall be eligible to receive only 1 implementation grant under subsection (a).

SECTION 213. APPLICATION.

(a) **In General.**--

(1) Submission by **Governor** on Behalf of **State**.--Subject to paragraph (2), the **Secretaries** may not provide an implementation grant under **section 212** to a **State** unless the **Governor** of the **State**, on behalf of the **State**, submits to the **Secretaries** an application, at such time, in such form, and containing such information as the **Secretaries** may reasonably require.

(2) Review and Comment by Certain Individuals and Entities.--If, after a reasonable effort, the **Governor** is unable in accordance with subsection (d)(4) to obtain the support of the individuals and entities described in subparagraphs (A) through (J) of subsection (b)(4) for the State plan described in subsection (d), then the **Governor** shall--

(A) provide such individuals and entities with copies of such application;

(B) allow such individuals and entities to submit to the **Governor**, not later than the end of the 30-day period beginning on the date on which the **Governor** provides such individuals and entities with copies of such application under subparagraph (A), comments on those portions of the plan that address matters that, under **State** or other applicable law, are under the jurisdiction of such individuals or entities; and

(C) include any such comments in the application in accordance with subsection (b)(5).

(b) **Contents.**--Such application shall include--

(1) a plan for a comprehensive, statewide School-to-Work Opportunities system that meets the requirements of subsection (d);

(2) a description of the manner in which the **State** will allocate funds made available through such a grant to **local partnerships** under section 215(b)(7);

(3) a request, if the **State** decides to submit such a request, for 1 or more waivers of certain statutory or regulatory requirements, as provided for under title V;

(4) a description of the manner in which--

(A) the **Governor**;

(B) the **State educational agency**;

(C) the State agency officials responsible for economic development;

(D) the State agency officials responsible for employment;

(E) the State agency officials responsible for job training;

(F) the State agency officials responsible for postsecondary education;

(G) the State agency officials responsible for vocational education;

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(H) the State agency officials responsible for vocational rehabilitation;

(I) the individual assigned for the **State** under section 111(b)(1) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2321(b)(1));

(J) other appropriate officials, including the State human resource investment council established in accordance with title VII of the Job Training Partnership Act (29 U.S.C. 1792 et seq.), if the **State** has established such a council; and

(K) representatives of the private sector; collaborated in the development of the application;

(5) the comments submitted to the **Governor** under subsection (a)(2), where applicable; and

(6) such other information as the **Secretaries** may require.

(c) **Coordination With Goals 2000: Educate America Act.**--A **State** seeking assistance under both this subtitle and the Goals 2000: Educate America Act may--

(1) submit a single application containing plans that meet the requirements of such subtitle and such Act and ensure that the plans are coordinated and not duplicative; or

(2) if such **State** has already submitted its application for funds under the Goals 2000: Educate America Act, submit its application under this subtitle as an amendment to the Goals 2000: Educate America Act application if such amendment meets the requirements of this subtitle and is coordinated with and not duplicative of the Goals 2000: Educate America Act application.

(d) **State Plan.**--A State plan referred to in subsection (b)(1) shall--

(1) designate the geographical areas, including urban and rural areas, to be served by **local partnerships** that receive grants under section 215(b), which geographic areas shall, to the extent feasible, reflect local labor market areas;

(2) describe the manner in which the **State** will stimulate and support local **School-to-Work Opportunities programs** and the manner in which the statewide School-to-Work Opportunities system will be expanded over time to cover all geographic areas in the **State**, including urban and rural areas;

(3) describe the procedure by which the individuals and entities described in subsection (b)(4) will collaborate in the implementation of the School-to-Work Opportunities system;

(4) demonstrate the support of individuals and entities described in subparagraphs (A) through (J) of subsection (b)(4) for the plan, except in the case where the **Governor** is unable to obtain the support of such individuals and entities as provided in subsection (a)(2);

(5) describe the manner in which the **State** has obtained and will continue to obtain the active and continued involvement, in the statewide School-to-Work Opportunities system, of **employers** and other interested parties such as locally elected officials, **secondary schools** and **postsecondary educational institutions** (or related agencies), business associations, industrial extension centers, employees, labor organizations or associations of such organizations, teachers, **related services** personnel, students, parents, **community-based organizations**, rehabilitation agencies and organizations, **registered apprenticeship agencies**, local vocational educational agencies, vocational student organizations, **State** or regional cooperative education associations, and human service agencies;

(6) describe the manner in which the statewide School-to-Work Opportunities system will coordinate with or integrate local school-to-work programs in existence on or after the date of the enactment of this Act, including programs financed from **State** and private sources, with funds available from such related Federal programs as programs under--

(A) the Adult Education Act (20 U.S.C. 1201 et seq.);

(B) the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.);

(C) the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.);

(D) the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.);

(E) part F of title IV of the Social Security Act (42 U.S.C. 681 et seq.);

(F) the Goals 2000: Educate America Act;

(G) the National Skills Standards Act of 1994;

(H) the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(I) the Job Training Partnership Act (29 U.S.C. 1501 et seq.);

(J) the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);

(K) the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.); and

(L) the National and Community Service Act of 1990 (42 U.S.C. 12501 et seq.);

(7) describe the strategy of the **State** for providing training for teachers, **employers**, mentors, counselors, **related services** personnel, and others, including specialized training and technical support for the counseling and training of women, minorities, and individuals with disabilities for high-skill, high-wage careers in nontraditional employment, and provide assurances of coordination with similar training and technical support under other provisions of law;

(8) describe how the **State** will adopt, develop, or assist **local partnerships** to adopt or develop model curricula and innovative instructional methodologies, to be used in the secondary, and where possible, the elementary grades, that integrate academic and vocational learning and promote career awareness, and that are consistent with academic and skill standards established pursuant to the Goals 2000: Educate America Act and the National Skill Standards Act of 1994;

(9) describe how the **State** will expand and improve career and academic counseling in the elementary and secondary grades, which may include linkages to career counseling and labor market information services outside of the school system;

(10) describe the strategy of the **State** for integrating academic and vocational education;

(11) describe the resources, including private sector resources, the **State** intends to employ in maintaining the statewide School-to-Work Opportunities system when funds under this Act are no longer available;

(12) describe the extent to which the statewide School-to-Work Opportunities system will include programs that will require paid high-quality, work-based learning experiences, and the steps the **State** will take to generate such paid experiences;

(13) describe the manner in which the **State** will ensure effective and meaningful opportunities for **all students** in the **State** to participate in **School-to-Work Opportunities programs**;

(14) describe the goals of the **State** and the methods the **State** will use, such as awareness and outreach, to ensure opportunities for young women to participate in **School-to-Work Opportunities programs** in a manner that leads to employment in high-performance, high-paying jobs, including nontraditional employment, and goals to ensure an environment free from racial and sexual harassment;

(15) describe how the **State** will ensure opportunities for low achieving students, students with disabilities, **school dropouts**, and academically talented students to participate in **School-to-Work Opportunities programs**;

(16) describe the process of the **State** for assessing the skills and knowledge required in **career majors**, and the process for awarding **skill certificates** that is, to the extent feasible, consistent with the skills standards certification systems endorsed under the National Skill Standards Act of 1994;

(17) describe the manner in which the **State** will ensure that students participating in the programs are provided, to the greatest extent possible, with flexibility to develop new career

goals over time and to change **career majors**;

(18) describe the manner in which the **State** will, to the extent feasible, continue programs funded under title III in the statewide School-to-Work Opportunities system;

(19) describe how the **State** will serve students from **rural communities with low population densities**;

(20) describe how local **School-to-Work Opportunities programs**, including those funded under title III, if any, will be integrated into the statewide School-to-Work Opportunities system;

(21) describe the performance standards that the **State** intends to meet in establishing and carrying out the statewide School-to-Work Opportunities system, including how such standards relate to those performance standards established under other related programs;

(22) designate a fiscal agent to receive and be accountable for funds provided from a grant under **section 212**; and

(23) describe the procedures to facilitate the entry of students participating in a **School-to-Work Opportunities program** into additional training or postsecondary education programs, as well as to facilitate the transfer of the students between education and training programs.

SECTION 214. REVIEW OF APPLICATION.

(a) **Considerations.**--In evaluating applications submitted under **section 213**, the **Secretaries** shall--

(1) give priority to applications that describe the highest levels of concurrence by the individuals and entities described in section 213(b)(4) with the **State** plan for the statewide School-to-Work Opportunities system;

(2) give priority to applications that require paid, high-quality work-based learning experiences as an integral part of such system; and

(3) take into consideration the quality of the application, including the replicability, sustainability, and innovation of **School-to-Work Opportunities programs** described in the application.

(b) **Approval Criteria.**--The **Secretaries**--

(1) shall approve only those applications submitted under **section 213** that demonstrate the highest levels of collaboration by the individuals and entities described in section 213(b)(4) in the development and implementation of the statewide School-to-Work system;

(2) shall approve an application submitted under **section 213** only if the **State** provides the assurances described in section 206(a) (relating to maintenance of effort) in accordance with such section, except that this requirement may be waived in accordance with section 206(b); and

(3) may approve an application submitted under **section 213** only if the **State** demonstrates in the application--

(A) that other Federal, **State**, and local resources will be used to implement the proposed **State** plan;

(B) the extent to which such plan would limit administrative costs and increase amounts spent on delivery of services to students enrolled in programs under this Act;

(C) that the **State**, where appropriate, will ensure the establishment of a partnership in at least 1 urban and 1 rural area in the **State**; and

(D) that the **State** plan contained in such application is consistent with the **State** improvement plan for the **State**, if any, under the Goals 2000: Educate America Act.

(c) **Actions.**--

(1) In general.--In reviewing each application submitted under **section 213**, the **Secretaries** shall determine whether the application and the plan described in such application meet the approval criteria in subsection (b).

(2) Actions after affirmative determination.--If the determination under paragraph (1) is affirmative, the **Secretaries** may take 1 or more of the following actions:

(A) Provide an implementation grant under **section 212** to the **State** submitting the application.

(B) Approve the request of the **State**, if any, for a waiver in accordance with the procedures set forth in title V.

(3) Action after nonaffirmative determination.--If the determination under paragraph (1) is not affirmative, the **Secretaries** shall inform the **State** of the opportunity to apply for development funds under subtitle A in accordance with such subtitle.

(d) **Use of Funds for Review of Applications.**--The **Secretaries** may use amounts reserved under section 605(b)(4) for the review of applications submitted under **section 213**.

SECTION 215. USE OF AMOUNTS.

(a) **In General.**--The **Secretaries** may not provide an implementation grant under **section 212** to a **State** unless the **State** agrees that the **State** will use all amounts received from such grant to implement the statewide School-to-Work Opportunities system in accordance with this section.

(b) **Subgrants to Local Partnerships.**--

(1) Authority.--

(A) In general.--Except as provided in subparagraph (B), the **State** shall provide subgrants to **local partnerships**, according to criteria established by the **State**, for the purpose of carrying out **School-to-Work Opportunities programs**.

(B) Prohibition.--The **State** shall not provide subgrants to **local partnerships** that have received implementation grants under title III, except that this prohibition shall not apply with respect to **local partnerships** that are located in high poverty areas, as such term is defined in **section 307**.

(2) Application.--A **local partnership** that seeks a subgrant to carry out a local **School-to-Work Opportunities program**, including a program initiated under **section 302**, shall submit an application to the **State** that--

(A) describes how the program will include the program components described in sections 102, 103, and 104 and otherwise meet the requirements of this Act;

(B) sets forth measurable program goals and outcomes;

(C) describes the local strategies and timetables of the **local partnership** to provide opportunities for **all students** in the area served to participate in a **School-to-Work Opportunities program**;

(D) describes the extent to which the program will require paid high-quality, work-based learning experiences, and the steps the **local partnerships** will take to generate such paid experiences;

(E) describes the process that will be used to ensure **employer** involvement in the development and implementation of the local **School-to-Work Opportunities program**;

(F) provides assurances that, to the extent practicable, opportunities provided to students to participate in a **School-to-Work Opportunities program** will be in industries and occupations offering high-skill, high-wage employment opportunities;

(G) provides such other information as the **State** may require; and

(H) is submitted at such time and in such form as the **State** may require.

(3) Disapproval of application.--If the **State** determines that an application submitted by a **local partnership** does not meet the criteria under paragraph (2), or that the application is incomplete or otherwise unsatisfactory, the **State** shall--

(A) notify the **local partnership** of the reasons for the failure to approve the application; and

(B) permit the **local partnership** to resubmit a corrected or amended application.

(4) Allowable activities.--A **local partnership** shall expend funds provided through subgrants under this subsection only for activities undertaken to carry out local **School-to-Work Opportunities programs**, and such activities may include, for each such program--

(A) recruiting and providing assistance to **employers**, including small- and medium-size businesses, to provide the work-based learning components described in **section 103**;

(B) establishing consortia of **employers** to support the **School-to-Work Opportunities program** and provide access to jobs related to the **career majors** of students;

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(C) supporting or establishing intermediaries (selected from among the members of the **local partnership**) to perform the activities described in **section 104** and to provide assistance to students or **school dropouts** in obtaining jobs and further education and training;

(D) designing or adapting school curricula that can be used to integrate academic, vocational, and occupational learning, school-based and work-based learning, and secondary and postsecondary education for **all students** in the area served;

(E) providing training to work-based and school-based staff on new curricula, student assessments, student guidance, and feedback to the school regarding student performance;

(F) establishing, in schools participating in the **School-to-Work Opportunities program**, a graduation assistance program to assist at-risk students, low-achieving students, and students with disabilities, in graduating from high school, enrolling in postsecondary education or training, and finding or advancing in jobs;

(G) providing career exploration and awareness services, counseling and mentoring services, college awareness and preparation services, and other services (beginning at the earliest possible age, but not later than the 7th grade) to prepare students for the transition from school to work;

(H) providing supplementary and support services, including child care and transportation, when such services are necessary for participation in a local **School-to-Work Opportunities program**;

(I) conducting or obtaining an in-depth analysis of the local labor market and the generic and specific skill needs of **employers** to identify high-demand, high-wage careers to target;

(J) integrating school-based and work-based learning into job training programs that are for **school dropouts** and that are in existence on or after the date of the enactment of this Act;

(K) establishing or expanding school-to-apprenticeship programs in cooperation with **registered apprenticeship agencies** and apprenticeship sponsors;

(L) assisting participating **employers**, including small- and medium-size businesses, to identify and train **workplace mentors** and to develop work-based learning components;

(M) promoting the formation of partnerships between **elementary schools** and **secondary schools** (including middle schools) and local businesses as an investment in future workplace productivity and competitiveness;

(N) designing local strategies to provide adequate planning time and staff development activities for teachers, school counselors, **related services** personnel, and **school site mentors**, including opportunities outside the classroom that are at the worksite;

(O) enhancing linkages between after-school, weekend, and summer jobs, career exploration, and school-based learning; and

(P) obtaining the assistance of organizations and institutions that have a history of success in working with **school dropouts** and at-risk and disadvantaged youths in recruiting such **school dropouts** and youths to participate in the local **School-to-Work Opportunities program**.

(5) **Local partnership** compact.--The **State** may not provide a subgrant under paragraph (1) to a **local partnership** unless the partnership agrees that the **local partnership** will establish a process by which the responsibilities and expectations of students, parents, **employers**, and schools are clearly established and agreed upon at the point of entry of the student into a **career major** program of study.

(6) Administrative costs.--The **local partnership** may not use more than 10 percent of amounts received from a subgrant under paragraph (1) for any fiscal year for administrative costs associated with activities in carrying out, but not including, activities under paragraphs (4) and (5) for such fiscal year.

(7) Allocation requirements.--

(A) First year.--In the 1st fiscal year for which a **State** receives amounts from a grant under **section 212**, the **State** shall use not less than 70 percent of such amounts to provide subgrants to **local partnerships** under paragraph (1).

(B) Second year.--In the 2nd fiscal year for which a **State** receives amounts from a grant under **section 212**, the **State** shall use not less than 80 percent of such amounts to provide subgrants to **local partnerships** under paragraph (1).

(C) Third year and succeeding years.--In the 3rd fiscal year for which a **State** receives amounts from a grant under **section 212**, and in each succeeding year, the **State** shall use not less than 90 percent of such amounts to provide subgrants to **local partnerships** under paragraph (1).

(c) **Additional State Activities.**--In carrying out the statewide School-to-Work Opportunities system, the **State** may also--

(1) recruit and provide assistance to **employers** to provide work-based learning for **all students**;

(2) conduct outreach activities to promote and support collaboration, in **School-to-Work Opportunities programs**, by businesses, labor organizations, and other organizations;

(3) provide training for teachers, **employers**, **workplace mentors**, **school site mentors**, counselors, **related services** personnel, and other parties;

(4) provide labor market information to **local partnerships** that is useful in determining which high-skill, high-wage occupations are in demand;

(5) design or adapt model curricula that can be used to integrate academic, vocational, and occupational learning, school-based and work-based learning, and secondary and postsecondary education, for **all students** in the **State**;

(6) design or adapt model work-based learning programs and identify best practices for such programs;

(7) conduct outreach activities and provide technical assistance to other **States** that are developing or implementing School-to-Work Opportunities systems;

(8) reorganize and streamline school-to-work programs in the **State** to facilitate the development of a comprehensive statewide School-to-Work Opportunities system;

(9) identify ways that local school-to-work programs in existence on or after the date of the enactment of this Act could be integrated with the statewide School-to-Work Opportunities system;

(10) design career awareness and exploration activities (beginning at the earliest possible age, but not later than the 7th grade), such as job shadowing, job site visits, school visits by individuals in various occupations, and mentoring;

(11) design and implement school-sponsored work experiences, such as school-sponsored enterprises and community development projects;

(12) promote the formation of partnerships between **elementary schools** and **secondary schools** (including middle schools) and local businesses as an investment in future workplace productivity and competitiveness;

(13) obtain the assistance of organizations and institutions that have a history of success in working with **school dropouts** and at-risk and disadvantaged youths in recruiting such **school dropouts** and youths to participate in the statewide School-to-Work Opportunities system;

(14) conduct outreach to **all students** in a manner that most appropriately meets their needs and the needs of their communities; and

(15) provide career exploration and awareness services, counseling and mentoring services, college awareness and preparation services, and other services (beginning at the earliest possible age, but not later than the 7th grade) to prepare students for the transition from school to work.

SECTION 216. ALLOCATION REQUIREMENT.

The **Secretaries** shall establish the minimum and maximum amounts available for an implementation grant under **section 212**, and shall determine the actual amount granted to any **State** under such section, based on such criteria as the scope and quality of the plan described in section 213(d) and the number of projected participants in programs carried out through the system.

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SECTION 217. LIMITATION ON ADMINISTRATIVE COSTS.

A **State** that receives an implementation grant under **section 212** may not use more than 10 percent of the amounts received through the grant for any fiscal year for administrative costs associated with implementing the statewide School-to-Work Opportunities system for such fiscal year.

SECTION 218. REPORTS.

The **Secretaries** may not provide an implementation grant under **section 212** to a **State** unless the **State** agrees that the **State** will submit to the **Secretaries** such reports as the **Secretaries** may reasonably require, relating to the use of amounts from such grant, except that the **Secretaries** may not require more than 1 such report during any 3-month period.

Subtitle C--Development and Implementation Grants for School-to-Work Programs for Indian Youths

SECTION 221. AUTHORIZATION.

(a) **In General.**--From amounts reserved under section 605(b)(2), the **Secretaries** shall provide grants to establish and carry out **School-to-Work Opportunities programs** for Indian youths that involve Bureau funded schools (as defined in section 1139(3) of the Education Amendments of 1978 (25 U.S.C. 2019(3))).

(b) **Additional Authorities.**--The **Secretaries** may carry out subsection (a) through such means as the **Secretaries** find appropriate, including--

(1) the transfer of funds to the Secretary of the Interior; and

(2) the provision of financial assistance to Indian tribes and Indian organizations.

SECTION 222. REQUIREMENTS.

In providing grants under **section 221**, the **Secretaries** shall require recipients of such grants to comply with requirements similar to those requirements imposed on **States** under subtitles A and B of this title.

TITLE III--FEDERAL IMPLEMENTATION GRANTS TO LOCAL PARTNERSHIPS

SECTION 301. PURPOSES.

The purposes of this title are--

(1) to authorize the **Secretaries** to provide competitive grants directly to **local partnerships** in order to provide funding for communities that have built a sound planning and development base for **School-to-Work Opportunities programs** and are ready to begin implementing a local **School-to-Work Opportunities program**; and

(2) to authorize the **Secretaries** to provide competitive grants to **local partnerships** to implement **School-to-Work Opportunities programs** in high poverty areas of urban and rural communities to provide support for a comprehensive range of education, training, and support services for youths residing in such areas.

SECTION 302. AUTHORIZATION.

(a) **Grants to Local Partnerships.--**

(1) In general.--Subject to paragraph (2), the **Secretaries** may provide implementation grants, in accordance with competitive criteria established by the **Secretaries**, directly to **local partnerships** in **States** in such amounts as the **Secretaries** determine to be necessary to enable such partnerships to implement **School-to-Work Opportunities programs**.

(2) Restrictions.--A **local partnership**--

(A) shall be eligible to receive only 1 grant under this subsection; and

(B) shall not be eligible to receive a grant under this subsection if such partnership is located in a **State** that--

(i) has been provided an implementation grant under **section 212**; and

(ii) has received amounts from such grant for any fiscal year after the 1st fiscal year under such grant.

(b) **Grants to Local Partnerships in High Poverty Areas.--**

(1) In general.--Subject to paragraphs (2) and (3), the **Secretaries** shall, from amounts reserved under section 605(b)(3), provide grants to **local partnerships** that are located in high poverty areas in **States** in such amounts as the **Secretaries** determine to be necessary to enable such partnerships to implement **School-to-Work Opportunities programs** in such areas.

(2) Restriction.--A **local partnership** shall be eligible to receive only 1 grant under this subsection.

(3) Priority.--In providing grants under paragraph (1), the **Secretaries** shall give priority to **local partnerships** that have a demonstrated effectiveness in the delivery of comprehensive vocational preparation programs with successful rates in job placement through cooperative activities among **local educational agencies**, local businesses, labor organizations, and other organizations.

(c) **Period of Grant.**--The provision of payments under a grant under subsection (a) or (b) shall not exceed 5 fiscal years and shall be subject to the annual approval of the **Secretaries** and subject to the availability of appropriations for the fiscal year involved to make the payments.

SECTION 303. APPLICATION.

(a) **In General.**--A **local partnership** that desires to receive a Federal implementation grant under **section 302** shall submit an application to the **Secretaries** at such time and in such form as the **Secretaries** may require. The **local partnership** shall submit the application to the **State** for review and comment before submitting the application to the **Secretaries**.

(b) **Time Limit for State Review and Comment.--**

(1) In general.--The **State** shall provide for review and comment on the application under subsection (a) not later than 30 days after the date on which the **State** receives the application from the **local partnership**.

(2) Submission without state review and comment.--If the **State** does not provide review and comment within the 30-day time period specified in paragraph (1), the **local partnership** may submit the application to the **Secretaries** without first obtaining such review and comment.

(c) **Contents.**--The application described in subsection (a) shall include a plan for local **School-to-Work Opportunities programs** that--

(1) describes the manner in which the **local partnership** will meet the requirements of this Act;

(2) includes the comments of the **State** on the plan, if any;

(3) contains information that is consistent with the information required to be submitted as part of a **State** plan in accordance with paragraphs (5) through (17) and paragraph (23) of section 213(d);

(4) designates a fiscal agent to receive and be accountable for funds under this section; and

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(5) provides such other information as the **Secretaries** may require.

(d) **Use of Funds for Review of Applications.**--The **Secretaries** may use amounts reserved under section 605(b)(4) for the review of applications submitted under subsection (a).

SECTION 304. USE OF AMOUNTS.

The **Secretaries** may not provide an implementation grant under **section 302** to a **local partnership** unless the partnership agrees that it will use all amounts from such grant to carry out activities to implement a **School-to-Work Opportunities program**, including the activities described in section 215(b)(4).

SECTION 305. CONFORMITY WITH APPROVED STATE PLAN.

The **Secretaries** shall not provide a grant under **section 302** to a **local partnership** in a **State** that has an **approved State plan** unless the **Secretaries** determine, after consultation with the **State**, that the plan submitted by the partnership is in accordance with such **approved State plan**.

SECTION 306. REPORTS.

The **Secretaries** may not provide an implementation grant under **section 302** to a **local partnership** unless the partnership agrees that the **local partnership** will submit to the **Secretaries** such reports as the **Secretaries** may reasonably require, relating to the use of amounts from such grant, except that the **Secretaries** may not require more than 1 such report during any 3-month period.

SECTION 307. HIGH POVERTY AREA DEFINED.

For purposes of this title, the term "high poverty area" means an urban census tract, a contiguous group of urban census tracts, a block number area in a nonmetropolitan county, a contiguous group of block number areas in a nonmetropolitan county, or an Indian reservation (as defined in section 403(9) of the Indian Child Protection and Family Violence Prevention Act (25 U.S.C. 3202(9))), with a poverty rate of 20 percent or more among individuals who have not attained the age of 22, as determined by the Bureau of the Census.

TITLE IV--NATIONAL PROGRAMS

SECTION 401. RESEARCH, DEMONSTRATION, AND OTHER PROJECTS.

(a) **In General.**--The **Secretaries** shall conduct research and development projects and establish a program of experimental and demonstration projects, to further the purposes of this Act.

(b) **Additional Use of Funds.**--The **Secretaries** may provide assistance for programs or services authorized under any other provision of this Act that are most appropriately administered at the national level and that will operate in, or benefit, more than 1 **State**.

SECTION 402. PERFORMANCE OUTCOMES AND EVALUATION.

(a) **In General.**--The **Secretaries**, in collaboration with the **States**, shall by grant, contract, or otherwise, establish a system of performance measures for assessing **State** and local programs regarding--

(1) progress in the development and implementation of State plans described in section 213(d) that include the basic program components described in sections 102, 103, and 104 and otherwise meet the requirements of title I;

(2) participation in **School-to-Work Opportunities programs** by **employers**, schools, students, and **school dropouts**, including information on the gender, race, ethnicity, socioeconomic background, limited-English proficiency, and disability of all participants and whether the participants are academically talented students;

(3) progress in developing and implementing strategies for addressing the needs of students and **school dropouts**;

(4) progress in meeting the goals of the **State** to ensure opportunities for young women to participate in **School-to-Work Opportunities programs**, including participation in nontraditional employment through such programs;

(5) outcomes for participating students and **school dropouts**, by gender, race, ethnicity, socioeconomic background, limited-English proficiency, and disability of the participants, and whether the participants are academically talented students, including information on--

(A) academic learning gains;

(B) staying in school and attaining--

(i) a high school diploma, or a general equivalency diploma, or an alternative diploma or certificate for those students with disabilities for whom such alternative diploma or certificate is appropriate;

(ii) a **skill certificate**; and

(iii) a postsecondary degree;

(C) attainment of strong experience in and understanding of all aspects of the industry the students are preparing to enter;

(D) placement and retention in further education or training, particularly in the **career major** of the student; and

(E) job placement, retention, and earnings, particularly in the **career major** of the student; and

(6) the extent to which the program has met the needs of **employers**.

(b) **Evaluation.**--Not later than September 30, 1998, the **Secretaries** shall complete a national evaluation of **School-to-Work Opportunities programs** funded under this Act by grants, contracts, or otherwise, that will track and assess the progress of implementation of State and local programs and their effectiveness based on measures such as those measures described in subsection (a).

(c) **Reports to the Secretaries.**--

(1) In general.--Each **State** shall prepare and submit to the **Secretaries** periodic reports, at such intervals as the **Secretaries** may determine, containing information regarding the matters described in paragraphs (1) through (6) of subsection (a).

(2) Federal programs.--Each **State** shall prepare and submit reports to the **Secretaries**, at such intervals as the **Secretaries** may determine, containing information on the extent to which Federal programs that are in existence on the date of submission of the report and that are implemented at the **State** or local level may be duplicative, outdated, overly restrictive, or otherwise counterproductive to the development of comprehensive statewide School-to-Work Opportunities systems.

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SECTION 403. TRAINING AND TECHNICAL ASSISTANCE.

(a) **Purpose.**--The **Secretaries** shall work in cooperation with the **States**, the individuals assigned under section 111(b)(1) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2321(b)(1)), **employers** and their associations, **secondary schools** and **postsecondary educational institutions**, student and teacher organizations, labor organizations, and **community-based organizations**, to increase their capacity to develop and implement effective **School-to-Work Opportunities programs**.

(b) **Authorized Activities.**--The **Secretaries** shall provide, through grants, contracts, or otherwise--

(1) training, technical assistance, and other activities that will--

(A) enhance the skills, knowledge, and expertise of the personnel involved in planning and implementing **State** and local **School-to-Work Opportunities programs**, such as training of the personnel to assist students; and

(B) improve the quality of services provided to individuals served under this Act;

(2) assistance to **States** and **local partnerships** involved in carrying out **School-to-Work Opportunities programs** in order to integrate resources available under this Act with resources available under other Federal, **State**, and local authorities;

(3) assistance to **States** and such **local partnerships**, including **local partnerships** in **rural communities with low population densities** or in urban areas, to recruit **employers** to provide the work-based learning component, described in **section 103**, of **School-to-Work Opportunities programs**; and

(4) assistance to **States** and **local partnerships** involved in carrying out **School-to-Work Opportunities programs** to design and implement school-sponsored enterprises.

SECTION 404. CAPACITY BUILDING AND INFORMATION AND DISSEMINATION NETWORK.

The **Secretaries**, acting through such mechanisms as the Capacity Building and Information and Dissemination Network established under section 453(b) of the Job Training Partnership Act (29 U.S.C. 1733(b)), the Educational Resources Information Center Clearinghouses referred to in the Educational Research, Development, Dissemination, and Improvement Act of 1994, and the National Network for Curriculum Coordination in Vocational and Technical Education under section 402(c) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2402(c)), shall--

(1) collect and disseminate information--

(A) on successful **School-to-Work Opportunities programs** and innovative school- and work-based curricula;

(B) on research and evaluation conducted concerning school-to-work activities;

(C) that will assist **States** and **local partnerships** in undertaking labor market analysis, surveys, or other activities related to economic development;

(D) on **skill certificates**, skill standards, and related assessment technologies; and

(E) on methods for recruiting and building the capacity of **employers** to provide work-based learning opportunities; and

(2) facilitate communication and the exchange of information and ideas among **States** and **local partnerships** carrying out **School-to-Work Opportunities programs**.

SECTION 405. REPORTS TO CONGRESS.

(a) **In General.**--Not later than 24 months after the date of the enactment of this Act, and every 12 months thereafter, the **Secretaries** shall prepare and submit a report to the Congress on all activities carried out pursuant to this Act.

(b) **Contents.**--The **Secretaries** shall, at a minimum, include in each such report--

(1) information concerning the programs that receive assistance under this Act;

(2) a summary of the information contained in the **State** and **local partnership** reports submitted under titles II and III and section 402(c); and

(3) information regarding the findings and actions taken as a result of any evaluation conducted by the **Secretaries**.

SECTION 406. FUNDING.

The **Secretaries** shall use funds reserved under section 605(b)(4) to carry out activities under this title.

TITLE V--WAIVER OF STATUTORY AND REGULATORY REQUIREMENTS

SECTION 501. STATE AND LOCAL PARTNERSHIP REQUESTS AND RESPONSIBILITIES FOR WAIVERS.

(a) **State Request for Waiver.**--A **State** may submit to the **Secretaries** a request for a waiver of 1 or more requirements of the provisions of law referred to in sections 502 and 503, or of the regulations issued under such provisions, in order to carry out the statewide School-to-Work Opportunities system established by such **State** under subtitle B of title II. The **State** may submit the request as a part of the application described in **section 213** (or as an amendment to the application at any time after submission of the application). Such request may include a request for different waivers with respect to different areas within the **State**.

(b) **Local Partnership Request for Waiver.**--

(1) In general.--A **local partnership** that seeks a waiver of such a requirement shall submit an application for such waiver to the **State**, and the **State** shall determine whether to submit a request for a waiver to the **Secretaries**, as provided in subsection (a).

(2) Time limit.--

(A) In general.--The **State** shall make a determination to submit or not submit the request for a waiver under paragraph (1) not later than 30 days after the date on which the **State** receives the application from the **local partnership**.

(B) Direct submission.--

(i) In general.--If the **State** does not make a determination to submit or not submit the request within the 30-day time period specified in subparagraph (A), the **local partnership** may submit the application to the **Secretaries**.

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(ii) Requirements.--In submitting such an application, the **local partnership** shall obtain the agreement of the **State** involved to comply with the requirements of section 502(a)(1)(c) or 503(a)(1)(c), as appropriate, and comply with the other requirements of section 502 or 503, as appropriate, and of subsections (c) and (d), that would otherwise apply to a **State** submitting a request for a waiver. In reviewing such an application, the **Secretaries** shall comply with the requirements of such section and such subsections that would otherwise apply to the **Secretaries** with respect to review of such a request.

(c) **Waiver Criteria.**--Any such request by the **State** shall meet the criteria contained in section 502 or 503 and shall specify the provisions or regulations referred to in such sections with respect to which the **State** seeks a waiver.

(d) **Support by Appropriate State Agencies.**--In requesting such a waiver, the **State** shall provide evidence of support for the waiver request by the State agencies or officials with jurisdiction over the provisions or regulations that would be waived.

SECTION 502. WAIVER AUTHORITY OF SECRETARY OF EDUCATION.

(a) **Waiver Authority.**--

(1) In general.--Except as provided in subsection (c), the Secretary of Education may waive any requirement under any provision of law referred to in subsection (b), or of any regulation issued under such provision, for a **State** that requests such a waiver and has an **approved State plan**--

(A) if, and only to the extent that, the Secretary of Education determines that such requirement impedes the ability of the **State** or a **local partnership** to carry out the purposes of this Act;

(B) if the **State** provides the Secretary of Education with documentation of the necessity for the waiver, including information concerning--

(i) the specific requirement that will be waived;

(ii) the specific positive outcomes expected from the waiver and why those outcomes cannot be achieved while complying with the requirement;

(iii) the process that will be used to monitor the progress of the **State** or **local partnership** in implementing the waiver; and

(iv) such other information as the Secretary of Education may require;

(C) if the **State** waives, or agrees to waive, similar requirements of **State** law; and

(D) if the **State**--

(i) has provided all **local partnerships** that carry out programs under this Act, and **local educational agencies** participating in such a **local partnership**, in the **State** with notice and an opportunity to comment on the proposal of the **State** to seek a waiver;

(ii) provides, to the extent feasible, to students, parents, advocacy and civil rights groups, and labor and business organizations an opportunity to comment on the proposal of the **State** to seek a waiver; and

(iii) has submitted the comments of the **local partnerships** and **local educational agencies** to the Secretary of Education.

(2) Approval or disapproval.--The Secretary of Education shall promptly approve or disapprove any request submitted pursuant to paragraph (1) and shall issue a decision that shall--

(A) include the reasons for approving or disapproving the request, including a response to comments on the proposal; and

(B) in the case of a decision to approve the request, be disseminated by the **State** seeking the waiver to interested parties, including educators, parents, students, advocacy and civil rights organizations, labor and business organizations, and the public.

(3) Approval criteria.--In approving a request under paragraph (2), the Secretary of Education shall consider the amount of **State** resources that will be used to implement the **approved State plan**.

(4) Term.--Each waiver approved pursuant to this subsection shall be for a period not to exceed 5 years, except that the Secretary of Education may extend such period if the Secretary of Education determines that the waiver has been effective in enabling the **State** or **local partnership** to carry out the purposes of this Act.

(b) **Included Programs.**--The provisions subject to the waiver authority of this section are--

(1) chapter 1 of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.), including the Even Start programs carried out under part B of such chapter (20 U.S.C. 2741 et seq.);

(2) part A of chapter 2 of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2921 et seq.);

(3) part A of title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2981 et seq.);

(4) part D of title IV of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3121 et seq.);

(5) title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3171 et seq.); and

(6) the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.).

(c) **Waivers Not Authorized.**--The Secretary of Education may not waive any requirement of any provision referred to in subsection (b), or of any regulation issued under such provision, relating to--

(1) the basic purposes or goals of such provision;

(2) maintenance of effort;

(3) comparability of services;

(4) the equitable participation of students attending private schools;

(5) student and parental participation and involvement;

(6) the distribution of funds to **State** or **local educational agencies**;

(7) the eligibility of an individual for participation in a program under such provision;

(8) public health or safety, labor standards, civil rights, occupational safety and health, or environmental protection; or

(9) prohibitions or restrictions relating to the construction of buildings or facilities.

(d) **Termination of Waivers.**--The Secretary of Education shall periodically review the performance of any **State**, **local partnership**, or **local educational agency**, for which the Secretary of Education has granted a waiver under this section and shall terminate the waiver under this section if the Secretary of Education determines that the performance of the **State**, **local partnership**, or **local educational agency** that is affected by the waiver has been inadequate to justify a continuation of the waiver, or the **State** fails to waive similar requirements of **State** law as required or agreed to in accordance with subsection (a)(1)(c).

SECTION 503. WAIVER AUTHORITY OF SECRETARY OF LABOR.

(a) **Waiver Authority.**--

(1) In general.--Except as provided in subsection (b), the Secretary of Labor may waive any requirement under any provision of the Job Training Partnership Act (29 U.S.C. 1501 et seq.), or of any regulation issued under such provision, for a **State** that requests such a waiver and has an **approved State plan**--

(A) if, and only to the extent that, the Secretary of Labor determines that such requirement impedes the ability of the **State** or a **local partnership** to carry out the purposes of this Act;

(B) if the **State** provides the Secretary of Labor with documentation of the necessity for the waiver, including information concerning--

(i) the specific requirement that will be waived;

(ii) the specific positive outcomes expected from the waiver and why those outcomes cannot be achieved while complying with the requirement;

(iii) the process that will be used to monitor the progress of the **State** or **local partnership** in implementing the waiver; and

(iv) such other information as the Secretary of Labor may require;

(C) if the **State** waives, or agrees to waive, similar requirements of State law; and

(D) if the **State**--

(i) has provided all **local partnerships** that carry out programs under this Act in the **State** with notice and an opportunity to comment on the proposal of the **State** to seek a waiver;

(ii) provides, to the extent feasible, to students, parents, advocacy and civil rights groups, and labor and business organizations an opportunity to comment on the proposal of the **State** to seek a waiver; and

(iii) has submitted the comments of the **local partnerships** to the Secretary of Labor.

(2) Approval or disapproval.--The Secretary of Labor shall promptly approve or disapprove any request submitted pursuant to paragraph (1) and shall issue a decision that shall--

(A) include the reasons for approving or disapproving the request, including a response to comments on the proposal; and

(B) in the case of a decision to approve the request, be disseminated by the **State** seeking the waiver to interested parties, including educators, parents, students, advocacy and civil rights organizations, labor and business organizations, and the public.

(3) Approval criteria.--In approving a request under paragraph (2), the Secretary of Labor shall consider the amount of **State** resources that will be used to implement the **approved State plan**.

(4) Term.--Each waiver approved pursuant to this subsection shall be for a period not to exceed 5 years, except that the Secretary of Labor may extend such period if the Secretary of Labor determines that the waiver has been effective in enabling the **State** or **local partnership** to carry out the purposes of this Act.

(b) **Waivers Not Authorized.**--The Secretary of Labor may not waive any requirement under any provision of the Job Training Partnership Act (29 U.S.C. 1501 et seq.), or of any regulation issued under such provision, relating to--

(1) the basic purposes or goals of such provision;

(2) maintenance of effort;

(3) the distribution of funds;

(4) the eligibility of an individual for participation in a program under such provision;

(5) public health or safety, labor standards, civil rights, occupational safety and health, or environmental protection; or

(6) prohibitions or restrictions relating to the construction of buildings or facilities.

(c) **Termination of Waivers.**--The Secretary of Labor shall periodically review the performance of any **State** or **local partnership** for which the Secretary of Labor has granted a waiver under this section and shall terminate the waiver under this section if the Secretary of Labor determines that the performance of the **State** or **local partnership** affected by the waiver has been inadequate to justify a continuation of the waiver, or the **State** fails to waive similar requirements of **State** law as required or agreed to in accordance with subsection (a)(1)(c).

SECTION 504. COMBINATION OF FEDERAL FUNDS FOR HIGH POVERTY SCHOOLS.

(a) **In General.--**

(1) Purposes.--The purposes of this section are--

(A) to integrate activities under this Act with school-to-work activities carried out under other Acts; and

(B) to maximize the effective use of resources.

(2) Combination of funds.--To carry out such purposes, a **local partnership** that receives assistance under title II or III may carry out schoolwide school-to-work activities in schools that meet the requirements of subparagraphs (A) and (B) of section 263(g)(1) of the Job Training Partnership Act (29 U.S.C. 1643(g)(1) (A) and (B)) with funds obtained by combining--

(A) Federal funds under this Act; and

(B) other Federal funds made available from among programs under--

(i) the provisions of law listed in paragraphs (2) through (6) of section 502(b); and

(ii) the Job Training Partnership Act (29 U.S.C. 1501 et seq.).

(b) **Use of Funds.--**A **local partnership** may use the Federal funds combined under subsection (a) under the requirements of this Act, except that the provisions relating to the matters specified in paragraphs (1) through (6) and paragraphs (8) and (9) of section 502(c), and paragraphs (1) through (3) and paragraphs (5) and (6) of section 503(b), that relate to the program through which the funds described in subsection (a)(2)(B) were made available, shall remain in effect with respect to the use of such funds.

(c) **Additional Information in Application.--**A **local partnership** seeking to combine funds under subsection (a) shall include in the application of the **local partnership** under title II or III--

(1) a description of the funds the **local partnership** proposes to combine under the requirements of this Act;

(2) the activities to be carried out with such funds;

(3) the specific outcomes expected of participants in schoolwide school-to-work activities; and

(4) such other information as the **State**, or **Secretaries**, as the case may be, may require.

(d) **Provision of Information.--**The **local partnership** shall, to the extent feasible, provide information on the proposed combination of Federal funds under subsection (a) to educators, parents, students, advocacy and civil rights organizations, labor and business organizations, and the public.

SECTION 505. COMBINATION OF FEDERAL FUNDS BY STATES FOR SCHOOL-TO-WORK ACTIVITIES.

(a) **In General.--**

(1) Purposes.--The purposes of this section are--

(A) to integrate activities under this Act with **State** school-to-work activities carried out under other Acts; and

(B) to maximize the effective use of resources.

(2) Combination of funds.--To carry out such purposes, a **State** that has an **approved State plan** may carry out activities necessary to develop and implement a statewide School-to-Work Opportunities system with funds obtained by combining--

(A) Federal funds under this Act; and

(B) other Federal funds that are made available under--

(i) section 102(a)(3) of the Carl D. Perkins Vocational Education and Applied Technology Education Act

(20 U.S.C. 2312(a)(3));

(ii) section 202(c)(1)(C) or section 262(c)(1)(c) of the Job Training Partnership Act (29 U.S.C. 1602(c)(1)(c) or 1642(c)(1)(c));

(iii) section 202(c)(1)(B) of the Job Training Partnership Act that would otherwise be available for the purposes described in section 202(c)(3) of such Act; or

(iv) section 262(c)(1)(B) of the Job Training Partnership Act that would otherwise be available for the purposes described in section 262(c)(3) of such Act.

(b) **Use of Funds.**--A **State** may use, under the requirements of this Act, Federal funds that are made available to the **State** and combined under subsection (a) to carry out school-to-work activities, except that the provisions relating to the matters specified in section 502(c), and section 503(b), that relate to the program through which the funds described in subsection (a)(2)(B) were made available, shall remain in effect with respect to the use of such funds.

(c) **Additional Information in Application.**--A **State** seeking to combine funds under subsection (a) shall include in the application described in section 213--

(1) a description of the funds the **State** proposes to combine under the requirements of this Act;

(2) the activities to be carried out with such funds;

(3) the specific outcomes expected of participants in school-to-work activities;

(4) formal evidence of support for the request by the **State** agencies or officials with jurisdiction over the funds that would be combined; and

(5) such other information as the **Secretaries** may require.

(d) **Extension.**--The authority of a **State** to combine funds under this section shall not exceed 5 years, except that the **Secretaries** may extend such period if the **Secretaries** determine that an extension of such authority would further the purposes of this Act.

(e) **Limitation.**--Nothing in this section shall be construed to relieve a **State** of an obligation to conduct the activities required under section 201(b) of the Carl D. Perkins Vocational Education and Applied Technology Education Act.

TITLE VI--GENERAL PROVISIONS

SECTION 601. REQUIREMENTS.

The following requirements shall apply to programs under this Act:

(1) **Prohibition on displacement.**--No student participating in such a program shall displace any currently employed worker (including a partial displacement, such as a reduction in the hours of nonovertime work, wages, or employment benefits).

(2) **Prohibition on impairment of contracts.**--No such program shall impair existing contracts for services or collective bargaining agreements, and no such program that would be inconsistent with the terms of a collective bargaining agreement shall be undertaken without the written concurrence of the labor organization and **employer** concerned.

(3) **Prohibition on replacement.**--No student participating in such a program shall be employed or fill a job--

(A) when any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent job with the participating **employer**; or

(B) when the **employer** has terminated the employment of any regular employee or otherwise reduced the workforce of the **employer** with the intention of filling the vacancy so created with the student.

(4) **Workplaces.**--Students participating in such programs shall be provided with adequate and safe equipment and safe and healthful workplaces in conformity with all health and safety requirements of Federal, **State**, and local law.

(5) **Effect on other laws.**--Nothing in this Act shall be construed to modify or affect any Federal or **State** law prohibiting discrimination on the basis of race, religion, color, ethnicity, national origin, gender, age, or disability, or to modify or affect any right to enforcement of this Act that may exist under other Federal laws, except as expressly provided by this Act.

(6) **Prohibition concerning wages.**--Funds appropriated under authority of this Act shall not be expended for wages of students or **workplace mentors** participating in such programs.

(7) **Other requirements.**--The **Secretaries** shall establish such other requirements as the **Secretaries** may determine to be appropriate, in order to ensure that participants in programs under this Act are afforded adequate supervision by skilled adult workers, or to otherwise further the purposes of this Act.

SECTION 602. SANCTIONS.

(a) **Termination or Suspension of Assistance.**--

(1) In general.--The **Secretaries** may terminate or suspend any financial assistance under this Act, in whole or in part, or not make payments under a grant awarded under this Act, if the **Secretaries** determine that a recipient has failed to meet any requirements of this Act, including--

(A) reporting requirements under section 402(c);

(B) regulations under this Act; or

(C) requirements of an **approved State plan**.

(2) Notice and opportunity for hearing.--If the **Secretaries** terminate or suspend such financial assistance, or do not make such payments under paragraph (1), with respect to a recipient, then the **Secretaries** shall provide--

(A) prompt notice to such recipient; and

(B) the opportunity for a hearing to such recipient not later than 30 days after the date on which such notice is provided.

(b) **Nondelegation.**--The **Secretaries** shall not delegate any of the functions or authority specified in this section, other than to an officer whose appointment is required to be made by and with the advice and consent of the Senate.

SECTION 603. STATE AUTHORITY.

Nothing in this Act shall be construed to negate or supersede the legal authority, under **State** law or other applicable law, of any State agency, State entity, or State public official over programs that are under the jurisdiction of the agency, entity, or official. Nothing in this Act shall be construed to interfere with the authority of such agency, entity, or official to enter into a contract under any provision of law.

SECTION 604. PROHIBITION ON FEDERAL MANDATES, DIRECTION, AND CONTROL.

Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State's, **local educational agency's**, or school's curriculum, program of instruction, or allocation of **State** or local resources or mandate a **State** or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

SECTION 605. AUTHORIZATION OF APPROPRIATIONS.

(a) **In General.**--There are authorized to be appropriated to the **Secretaries** to carry out this Act $300,000,000 for fiscal year 1995 and such sums as may be necessary for each of the fiscal years 1996 through 1999.

(b) **Reservations.**--From amounts appropriated under subsection (a) for any fiscal year, the **Secretaries**--

(1) shall reserve not more than ½ of 1 percent of such amounts for such fiscal year to provide grants under sections 202 and 212 to the jurisdictions described in section 202(b);

(2) shall reserve not more than ½ of 1 percent of such amounts for such fiscal year to provide grants under subtitle C of title II to establish and carry out **School-to-Work Opportunities programs** for Indian youths that involve Bureau funded schools (as defined in section 1139(3) of the Education Amendments of 1978 (25 U.S.C. 2019(3)));

(3) shall reserve 10 percent of such amounts for such fiscal year to provide grants under section 302(b) to **local partnerships** located in high poverty areas, which reserved funds may be used in conjunction with funds available under the Youth Fair Chance Program set forth in part H of title IV of the Job Training Partnership Act (29 U.S.C. 1782 et seq.); and

(4)(A) shall reserve 2.5 percent of such amounts for such fiscal year to carry out **section 404**; and

(B) shall reserve not more than an additional 5 percent of such amounts for such fiscal year to carry out other activities under title IV, and activities under sections 214(d) and 303(d).

(c) **Availability of Funds.**--Funds appropriated for any fiscal year for programs authorized under this Act shall remain available until expended.

TITLE VII--OTHER PROGRAMS

Subtitle A--Reauthorization of Job Training for the Homeless Demonstration Program Under the Stewart B. McKinney Homeless Assistance Act

SECTION 701. REAUTHORIZATION.

(a) **In General.**--Section 739(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11449(a)) is amended by striking "the following amounts:" and all that follows and inserting "such sums as may be necessary for each of the fiscal years 1994 and 1995.".

(b) **Conforming Amendment.**--Section 741 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11450) is amended by striking "1993" and inserting "1995".

Subtitle B--Tech-Prep Programs

SECTION 711. TECH-PREP EDUCATION.

(a) **Contents of Program.**--Section 344(b)(2) of the Tech-Prep Education Act (20 U.S.C. 2394b(b)(2)) is amended by inserting "or 4 years" before "of **secondary school**".

(b) **Special Consideration; Priority.**--Section 345(d)(2) of the Tech-Prep Education Act (20 U.S.C. 2394c(d)(2)) is amended to read as follows:

"(2) are developed in consultation with business, industry, labor unions, and institutions of higher education that award baccalaureate degrees; and".

Subtitle C--Alaska Native Art and Culture

SECTION 721. SHORT TITLE.

This title may be cited as the "Alaska Native Culture and Arts Development Act".

SECTION 722. ALASKA NATIVE ART AND CULTURE.

Part B of title XV of the Higher Education Amendments of 1986 (20 U.S.C. 4441 et seq.) is amended--

(1) in the part heading, to read as follows:

"Part B--Native Hawaiians and Alaska Natives"; and

(2) in section 1521, to read as follows:

"SECTION 1521. PROGRAM FOR NATIVE HAWAIIAN AND ALASKA NATIVE CULTURE AND ARTS DEVELOPMENT.

"(a) In General.--The Secretary of the Interior is authorized to make grants for the purpose of supporting programs for Native Hawaiian or Alaska Native culture and arts development to any private, nonprofit organization or institution which--

"(1) primarily serves and represents Native Hawaiians or Alaska Natives, and

"(2) has been recognized by the **Governor** of the **State** of Hawaii or the **Governor** of the **State** of Alaska, as appropriate, for the purpose of making such organization or institution eligible to receive such grants.

"(b) Purpose of Grants.--Grants made under subsection (a) shall, to the extent deemed possible by the Secretary and the recipient of the grant, be used--

"(1) to provide scholarly study of, and instruction in, Native Hawaiian or Alaska Native art and culture,

"(2) to establish programs which culminate in the awarding of degrees in the various fields of Native Hawaiian or Alaska Native art and culture, or

"(3) to establish centers and programs with respect to Native Hawaiian or Alaska Native art and culture that are similar in purpose to the centers and programs described in subsections (b) and (c) of section 1510.

"(c) Management of Grants.--

"(1) Any organization or institution which is the recipient of a grant made under subsection (a) shall establish a governing board to manage and control the program with respect to which such grant is made.

"(2) For any grants made with respect to Native Hawaiian art and culture, the members of the governing board which is required to be established under paragraph (1) shall--

"(A) be Native Hawaiians or individuals widely recognized in the field of Native Hawaiian art and culture,

"(B) include a representative of the Office of Hawaiian Affairs of the **State** of Hawaii,

"(C) include the president of the University of Hawaii,

"(D) include the president of the Bishop Museum, and

"(E) serve for a fixed term of office.

"(3) For any grants made with respect to Alaska Native art and culture, the members of the governing board which is required to be established under paragraph (1) shall--

"(A) include Alaska Natives and individuals widely recognized in the field of Alaska Native art and culture,

"(B) represent the Eskimo, Indian and Aleut cultures of Alaska, and

"(C) serve for a fixed term.".

Subtitle D--Job Training

SECTION 731. AMENDMENT TO JOB TRAINING PARTNERSHIP ACT TO PROVIDE ALLOWANCES FOR CHILD CARE COSTS TO CERTAIN INDIVIDUALS PARTICIPATING IN THE JOB CORPS.

Section 429 of the Job Training Partnership Act (29 U.S.C. 1699) is amended by adding at the end the following new subsection:

"(e) In addition to child care assistance provided under section 428(e), the Secretary shall provide enrollees who otherwise could not participate in the Job Corps with allowances to pay for child care costs, such as food, clothing, and health care for the child. Allowances under this subsection may only be provided during the first 2 months of an enrollee's participation in the program and shall be in an amount that does not exceed the maximum amount that may be provided by the **State** pursuant to section 402(g)(1)(c) of the Social Security Act (42 U.S.C. 602(g)(1)(c)).".

TITLE VIII--TECHNICAL PROVISIONS

SECTION 801. EFFECTIVE DATE.

This Act shall take effect on the date of enactment of this Act.

SECTION 802. SUNSET.

The authority provided by this Act shall terminate on October 1, 2001.

Speaker of the House of Representatives.

Vice President of the United States and President of the Senate.

SCHOOL TO WORK OPPORTUNITIES
U.S. DEPARTMENT OF EDUCATION ★ U.S. DEPARTMENT OF LABOR

School-to-Work Learning Center Fact Sheet

The National School-to-Work Learning & Information Center provides information, assistance, and training to build School-to-Work opportunities in the United States. The Center utilizes the latest information technology to help increase the capacity of professionals, and to develop and implement School-to-Work systems across the nation. Its services are available to state and local School-to-Work offices, employers, schools, labor, parents, students, and to the general public.

The Center functions as the national hub for synthesizing, communicating, and disseminating information that is essential to creating School-to-Work opportunities across the country. Operating under the School-to-Work Opportunities Act, the Center serves as a broker of technical assistance expertise in the fields of School-to-Work system building, school-based learning, work-based learning, and connecting activities. It will serve as a national repository of information on:

- Successful school-to-work systems, professional development strategies, management of state and local partnerships, integrated curricula, career awareness, and methods for involving employers
- Labor market analyses, surveys, and other information related to the economic environment
- Research and evaluation concerning school-to-work, skill certificates, skill standards, and related assessment technologies

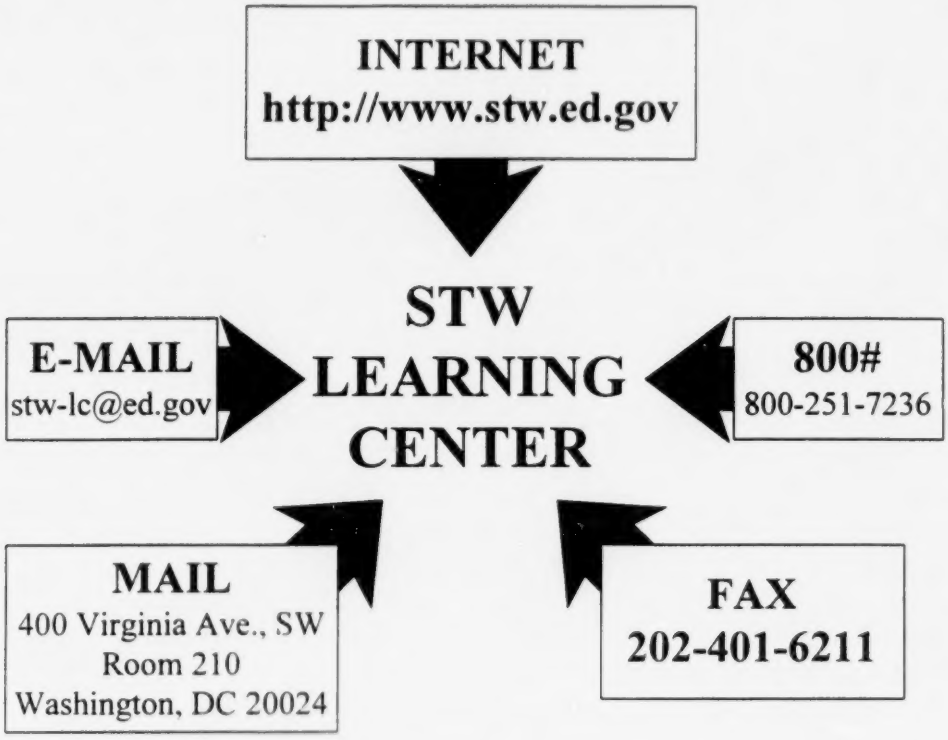
Guided by experts in the field, the Center offers customers access through six distinct services:

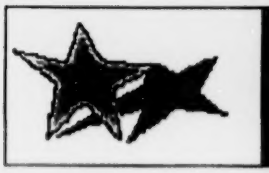
- A resource bank of select technical assistance providers
- An 800-number "Answer Line"
- An Internet Home Page/Information Network (http://www.stw.ed.gov)
- Databases on key School-to-Work contacts, organizations, and practices
- Relevant publications
- Meetings, conferences, and training sessions

The Center is dedicated to total customer satisfaction. Operated by DTI and the Academy for Educational Development, the Center is open from 8:00 a.m. to 6:00 p.m. (ET). For further information about the National School-to-Work Learning & Information Center, please contact:

NATIONAL SCHOOL-TO-WORK LEARNING & INFORMATION CENTER
400 Virginia Avenue, SW, Room 210, Washington, DC, 20024
(800)251-7236 fax: (202)401-6211
E-mail: stw-lc@ed.gov
Internet: http://www.stw.ed.gov

Accessing the STW Learning & Information Center





SCHOOL-TO-WORK

Resources

*To receive any of the following resources free of charge, please contact the National School-to-Work Learning & Information Center. Items indicated by * are also available on line at* ***http://www.stw.ed.gov***

☐ General Information

* What is School-to-Work? How do school-based learning, work-based learning and connecting activities lead to a comprehensive system? Information on STW and employers, what STW offers students with disabilities and out-of-school youth, a glossary of terms, and much, much more.

Resource Bulletins - 4 to 6 page reports highlighting effective School to Work practices.

- ☐ * Academic Standards and School-to-Work
- ☐ * All Aspects of an Industry
- ☐ * Building School-to-Work Systems in Rural Areas
- ☐ * Career Development in School-to-Work
- ☐ * Career Pathways in School-to-Work Systems
- ☐ * Contextual Learning
- ☐ * Curriculum Integration in School-to-Work Systems
- ☐ * Engaging Employers in School-to-Work Systems
- ☐ * Engaging Organized Labor in School-to-Work Systems
- ☐ * Evaluation for School-to-Work Systems Improvement
- ☐ * Incorporating a Youth Development Perspective into School-to-Work Systems
- ☐ * Involving Community-Based Organizations in School-to-Work
- ☐ * Leading the School-to-Work Transition
- ☐ * Non-Traditional School-to-Work Opportunities for Young Women
- ☐ * Occupational Skill Standards and the School-to-Work Opportunities Act
- ☐ * Parent Involvement in School-to-Work
- ☐ * Professional Development for Employers in School-to-Work Systems
- ☐ * The Role of Postsecondary Institutions in School-to-Work
- ☐ * School-to-Work and Economic Development
- ☐ * School-to-Work and Professional Development for Teachers
- ☐ * School-to-Work and Service Learning
- ☐ * School-to-Work and Workforce Development
- ☐ * School-to-Work in Elementary Schools
- ☐ * School-to-Work Opportunities for Native American Youth
- ☐ * School-to-Work Opportunities for Out-of-School Youth
- ☐ * Serving Youth with Disabilities Within School-to-Work Systems
- ☐ * Small Business in School-to-Work Partnerships
- ☐ * Student Assessment in School-to-Work Systems
- ☐ * Teacher Internships in School-to-Work
- ☐ * Workplace Mentors in School-to-Work Systems

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School-to-Work Resources *(con't.)*

National STW Grant Information

- ☐ * *A Comprehensive List of Grantees* - a complete listing of all grantees who receive federal School-to-Work grants, including: state; local partnership; urban/rural opportunities; Native American; and U.S. Territory grantees.
- ☐ School-to-Work Grants Awarded - a list of Federally funded STW partnerships, with grant award amounts.

Videos

- ☐ *J.D. Hoye Address on "System Building"* (21 minutes)
- ☐ *School-to-Careers: Connecting Youth to the Future* (16 minutes) - produced by the American Youth Policy Forum and Jobs for the Future, 1995.
- ☐ *Jobs: The Class of 2000* (57 minute PBS Special) - produced by WQED Pittsburgh, September 1996

Additional Information

- ☐ * *Implementation of the School-to-Work Opportunities Act of 1994*
- ☐ *Internet Access Instructions* - a how-to guide to accessing the School-to-Work Internet Home Page
- ☐ * *Learning Well at Work: Choices for Quality*
- ☐ *Profiles of School-to-Work Activities, by State*
- ☐ * *School-to-Work Glossary of Terms*
- ☐ * *School-to-Work Opportunities Act of 1994* - full text of the legislation
- ☐ * *School-to-Work Opportunities and the Fair Labor Standards Act: A Guide to Work-Based Learning, Federal Child Labor Laws, and Minimum Wage Provisions*
- ☐ **State Education Funding Policies and School-to-Work Transitions for Dropouts and At-Risk Students*
- ☐ * *Technical Assistance Provider List*

To Order:

Name _____

Organization _____

Address _____

City _____ State_____ Zip_____

Telephone _____ Fax _____

Mail list to: **National School-to-Work Learning & Information Center**
400 Virginia Avenue, SW, Room 210, Washington, DC 20024
Phone: 1 (800) 251-7236 ι Fax: (202) 401-6211
STW Web Site: http://www.stw.ed.gov

400 Virginia Ave., SW, Rm. 210, Washington, DC 20024 φ Tel 1.800.251.7236, Fax 202.401.6211 E-mail φ stw-lc@ed.gov

ANNOUNCEMENT AND REQUEST FOR PROGRAM SUBMISSIONS

DEADLINE: May 1, 1998

(Please repost where appropriate.)

LINKING GIFTED AND TALENTED STUDENTS WITH SCHOOL-TO-WORK: A GIFTED EDUCATION/STW SYMPOSIUM PROJECT

A collaborative effort between the National School-to-Work (STW) Office, National Association for Gifted Children, Council for Exceptional Children/The Association for the Gifted, and the Council of State of Directors of Programs for the Gifted.

BACKGROUND AND GOALS

The School-to-Work Opportunities Act of 1994 identifies "academically talented" students in its definition of "all students." This project is intended to go a long way toward meeting the needs of high-ability learners, who have not been served well by regular education yet possess skills, talents, and characteristics that mesh beautifully with high-level STW.

By building on what's known to work in gifted education, the project addresses three STW goals related to: (1) high academic achievement and promoting linkages with higher education; (2) increasing the number [and quality] of internships; and (3) ensuring sustainability by raising the visibility of STW and reaching parents. It is also linked to the Department of Education's middle school initiative, and to strategies to improve math and science achievement as a result of the 8th grade and 12th grade Third International Math and Science (TIMMS) findings.

The Gifted Education/STW Symposium Project will provide a framework for replicating high-quality STW learning experiences in middle and high school gifted education classrooms, and a vision for a "gifted-quality education" for all students that has at its heart real-world learning.

SYMPOSIUM

A proposed symposium will provide a forum to bring together representatives of model gifted education programs that embody STW tenets-educators, parents, students, business/industry/university partners, and intermediary groups-with a limited number of stw leaders. The symposium will highlight high academic achievement as demonstrated in the classroom and workplace and the ways that academic curriculum integrates with real world problem solving; ways to encourage students to develop talent to a high level of expertise; the role of parents, mentors, and community; the range and depth of real-world learning and leadership partnerships; and ways that time might be restructured to enable students to participate in high level learning experiences.

REQUEST FOR PROGRAM SUBMISSIONS

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We are now asking for submissions of exemplary gifted education programs that illustrate the essence of STW. The submissions must reach the STW office by May 1. They can be sent to: Lorraine Kleinwaks, National School-to-Work Office, 400 Virginia Ave., SW., Suite 210, Washington, DC 20024.

After May 1, these programs will be reviewed, and a very limited number will be chosen as models to examine more closely at a very small Symposium, tentatively scheduled for September. The goal of the Symposium would be to examine the model programs, in order to identify and synthesize the critical elements of STW. The outcome would be recommendations for how to replicate these high-level STW experiences in gifted education. The plan is to have a written product, and for it to be widely disseminated.

We want the programs to be representative of the needs we're hearing about from across the country: a focus on the middle school, science achievement, math achievement, mentoring in rural areas with a distance learning component, leadership skills, the visual arts, and career and academic planning.

Key components of STW include: (1) school-based learning, or integrating the academic curriculum with what is going on in the real-world; (2) work-based learning, such as mentoring and internships; and (3) connecting activities, which are needed to connect the student, the classroom, and the workplace. Parent involvement with these programs is also a priority.

Potential programs should demonstrate high academic achievement and high-performance in the classroom and the workplace. In preparing program submissions, please use the following criteria as guidelines. It is not expected that any one program will incorporate all of the following elements, but to the extent possible describe the following:

(1) Type of Program, Vision, and Goals.

(2) Talent Development: how students are encouraged to develop talent to the point of expertise, including the powerful role mentors play in shaping outstanding performance, creativity, and leadership potential.

(3) Partnerships: a broad range and depth of real-world learning and leadership partnerships in business, industry, university, and research settings. High priority programs include a focus on: middle school achievement, science achievement, math achievement, mentoring in rural areas with a distance learning technology component, visual arts, and leadership skills.

(4) Connecting Activities: how the students' school, the student, and the workplace are connected, such as a school-site mentoring program or intermediary organization.

(5) Integrated Curriculum: how the academic curriculum integrates with real-world problem solving.

(6) Classroom Supports: how the classroom supports high-performance.

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Information about what goes in the classroom could include: staff development such as teacher exteruships, teacher planning time to accomodate new responsibilities and course content, and the use of technology for teaching and professional development; and innovations to address diverse learning styles and needs.

(6) Parent Involvement: how parents are involved in the program.

(7) Innovative Approaches: innovative ways time is restructured to enable students to participate in high-level STW learning experiences, while still meeting State graduation requirements,; and innovative ways graduation standards are being changed, to reflect work-based learning and assessment.

(8) Career and Academic Planning: enriched, interdisciplinary career and academic career planning, including approaches that include middle-school students and parents.

(9) Supporting Materials: supporting documents such as anecdotal or quantitative evidence about program effectiveness, and mentoring/internship handbooks.

To submit programs, or if you have questions about the process or the above criteria, please contact Lorraine Kleinwaks by e-mail (Lorraine_Kleinwaks@ed.gov) or phone (202) 708-4738. The NSTW Office appreciates your interest and looks forward to hearing from some of you!

Lorraine Kleinwaks
Lorraine_Kleinwaks@ed.gov

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